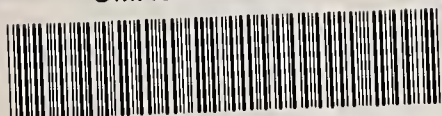



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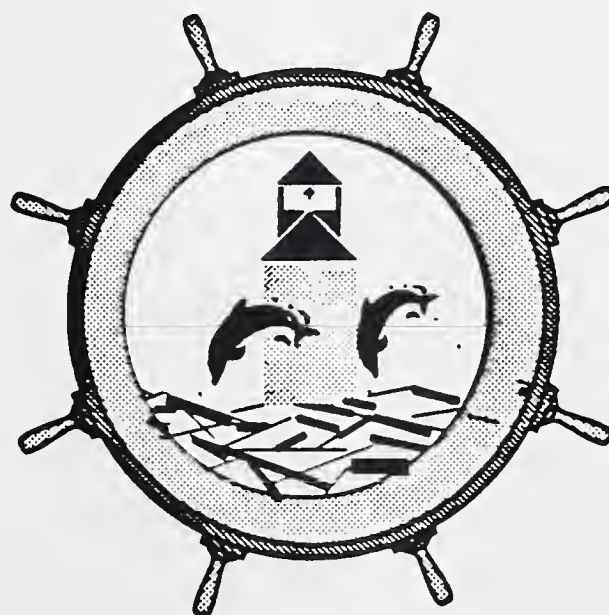
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Commonwealth of Massachusetts

Executive Office of Education

Atlantis Charter School

Application



Atlantis Charter School

Fall River, MA

Atlantis Charter School Corporation

a subsidiary of

The Fall River Regional Task Force, Inc.

64 Durfee Street

Fall River, Massachusetts 02720

© Pending

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PART I

1. Mission Statement

Part I

1. Mission Statement

Describe the core philosophy or underlying purpose of the proposed school.

The people of Fall River, Massachusetts have responded to the public school crisis. For the past several years, we have made a concerted effort to reform and improve our schools, both to better prepare our young people for a productive life in our modern society and to strengthen our city. Although proud of our past efforts and resulting achievements, we are excited about the challenge which the opportunity for a charter school presents. Within the past thirty months, we have committed fully to the objectives of GOALS 2000: Educate America. We have embarked on an ambitious and comprehensive community effort to bring that vision to life. Our Charter School Proposal is an important step in bringing about the type of public school institutional reform to which we are committed.

The Atlantis Corporation, a subsidiary corporation of the Fall River Regional Task Force, Inc., will establish a charter school in conjunction with a community-wide collaboration consistent with the Education Reform Act of 1993. This is an effort to change traditional public education into a successful enterprise for students, their families and the business/social community.

Our basic concept is a new paradigm to develop a design not only to completely restructure the school system, but the growing-up experience.

While learning is at the center of what we intend to do, our vision embraces and transforms the entire community and virtually all its human service provider institutions. As illustrated in the story about Maria (which follows on page 6), we are approaching this from the perspective of the learners, rather than the service providers. That critical shift in viewpoint is our new paradigm. Our intent is to institutionalize this philosophy in our community so that responsive change is a continuing process.

The School as a Family Learning Center

Our Charter School as a Family Learning Center will provide all necessary services, far beyond strict academics, to ensure that urban youth learn successfully.

- The FLC will coordinate health, nutrition, social, and parent education services -- from public and private agencies -- to ensure their accessibility to enrolled families. A student service center will be an ongoing institutionalized component of the FLC.
- Providers of day care and pre-school programs will also collaborate to ensure that all siblings of students have access to high quality childhood learning.
- The Atlantis FLC will offer a curriculum based on validated, current research and supported through rigorous staff development. Progress will be monitored, assessed at specified benchmarks and tracked against world-class achievement standards.
- Governance of our FLC will be through shared decision-making involving staff, parents and community.

PHILOSOPHY

A new theory of energy: $E = MC^2$

Where: **E = Education**
 M = Money
 and **C = Commitment**

Our young people must be equipped with the habits of the mind and habits of the heart that will enable us to aspire and achieve greatness by...

- enabling students to become life-long learners and acquire the knowledge, skills, abilities, attitudes, and values that contribute to a healthy society, viable democracy, and a prosperous and self-sustaining economy;
- maximizing each student's full learning potential, thereby changing the definition of academic competition;
- providing extra support for the key transitions of young people, not just from school to school, but from school to work, school to home, school to community, and adolescence to adult responsibilities;
- creating new institutional relationships to strengthen the support for children and their families;

- enhancing the growing-up experience;
- holding teachers and school administrators accountable for students' educational outcomes;
- integrating the curriculum to emphasize school to work transition and incorporating Educate America: FR 2000 goals and the SCANS curriculum;
- inculcating new perceptions of life-long learning by creating teams of administrators/teachers/parents/students who all learn together;
- fostering vigorous, integrative leadership, supportive and exhortative, by transferring "ownership" and by generating a flexible and creative democratic framework and process that binds all stakeholders productively

Breaking the Old Mold

The traditional school system is centered on inputs and service providers, mostly the teachers. Great attention is paid to material's selection, curriculum design, and bureaucratic rules and regulations. Teachers are regarded as the active persons and their performance is systematically evaluated, but to little consequence. The learners are expected to be quietly passive and little attention is usually given to what they are doing, unless they are acting disruptively. The system makes little accommodation for individual differences and needs. Student outcomes are thought to be mostly a result of innate intelligence and effort. Schools of education teach educators not only to accept failure, but to actually expect it.

Our Vision is Outcome-Based and Learner-Centered

Our approach to change is to draw from the past and to merge it with a new vision which expresses the noetic principle required to fuse tradition with a sense of destiny. We begin with the premise that learning must be an active, shared experience and that the system must be structured to make it clear what is to be learned and then provide the environment, the activities, the materials and resources, the time, the instruction, the support, the feedback -- everything needed to make the experience successful for each and every student.

The Atlantis Charter School as a Family Learning Center will provide everything necessary for every child to learn to full potential and to leave school well-equipped for adult life as a productive worker and responsible citizen. At the same time, our approach will set high expectations for families and students to understand and assume responsibility for the role they play in their own learning and success in life. This approach of high expectations, high content, and high support for families and

children is seen in all aspects of our school reform effort in Fall River, and most particularly within the concept of the Family Learning Center as the focus of that effort in the form of our Charter School.

Learners will become active constructors of knowledge rather than passive recipients of information. Eventually, they will help shape the curriculum as they help decide what they need to know for their life and career goals, how best to learn, and what is needed. Learners will increasingly rely on their own internal and external resources as learners, gradually needing less support from the FLCs as they reach adulthood. As they mature, these students will become the active, involved citizens giving support and direction for the education of the next generation of young learners.

In the Atlantis FLC class size will average 16, as compared to 28 in the Fall River system. Classes will feature full integration of all children, including all those with Level 1 and 2 special needs, in heterogeneous learning groups of a developmental level. Labeling of children, long-term remedial placement, and retentions will be avoided. It will be assumed that all children can learn at high levels in a range of areas and that cultural disadvantages and even organic disabilities can best be overcome when children are in the mainstream. Individuals will be carefully monitored, through portfolio assessments, and through temporary, flexible (sometimes multi-age) groupings by interest or ability. Short-term, intensive interventions, such as the Reading Recovery program, which focus on returning the child to the mainstream, will be emphasized as appropriate.

The curriculum will be designed jointly by staff and parents of the FLC and by the Education Institute. We will access and adapt national and international models that have been, or are being developed to our theme. Certain curricular emphases and delivery methods will be central to the initial curriculum design. These are summarized here:

Overall, our design will emphasize student as learner, teacher as facilitator. Teaching by simply telling is an obsolete practice that must give way to instructional strategies, such as cooperative learning that emphasize higher-order thinking skills and engage students in creative thinking and active problem solving. All teacher preparation and development programs must be based on this concept.

The curriculum will be integrated. The curriculum must engage students in active, rather than passive learning and provide all students with hands-on experiences in solving real community problems. All aspects of the curriculum must be integrated so that students learn concepts from a variety of perspectives. According to Shoemaker (1989), an integrated curriculum cuts across traditional subject-matter lines; it brings the various aspects of the curriculum into meaningful associations with one another by focusing on broad areas of study; and it facilitates holistic learning experiences which more nearly reflect the real world. To various degrees, the following elements will be part of the integrated curriculum: Whole Learning;

Cooperative Learning; Resource Based Learning; Hands-on Instruction; Inquiry Learning; Problem Solving; Heterogeneous Group; Peer Coaching; all underpinned by Critical Thinking and Writing Across the Curriculum. This curriculum will focus on student outcomes to assure that graduates have the necessary thinking, writing, speaking, listening, decision-making, problem-solving, critical thinking, creative thinking, computer, interpersonal, and information-gathering skills to function effectively in our society of the future.

This restructured curriculum will be based on competency levels rather than traditional grade levels. The proposed curriculum for our Family Learning Center sequence as articulated in the Life-long Learning Strategic Plan, developed by the Coalition and adopted by the Fall River School Committee, contains six mastery levels: early childhood, master levels 1, 2, 3, a 4th level ending in a Certificate of Initial Mastery, and the 5th which ends with a Certificate of Advanced Mastery. We envision the Atlantis Charter School operating initially at the early childhood, first, and second levels, and expanding annually to ultimately include all levels. We intend to develop competencies based on the SCANS recommendations for each level. Students will progress at their own pace, advancing academically only by mastering the required competencies in each level. They will be grouped by age for social reasons and academically based on their progress through the required mastery levels. For example, the goal for Stage 2 (8, 9, and 10 yr. olds), will be to ensure students have needed skills for independent learning as they enter adolescence.

This should be a solidifying experience and one of continuing affirmation of the students' ability to acquire learning on their own. Content in all disciplines will focus on such areas as study habits; finding, summarizing, and reporting information; working collaboratively to solve problems; and recognizing and pursuing personal interests. Other stages will be defined by similarly focused goals. Level 5, devoted to preparation for life and career, for example, will provide intensive study in preparation for work, further technical training, or college and will also structure students' community participation and service in preparation for a rich civic, cultural, and intellectual life.

We present here our vision of how we will make that happen, told from the perspective of the learner. Maria's story begins at birth and emphasizes her learning experience. Our charter school will embrace this vision of education.

Maria Theresa's Fall River Learning Experience

Fall River, Massachusetts

The Year 2000

My name is Maria Theresa and I am six years old. I was born in 1994, one year after my parents immigrated to Fall River, Massachusetts from the Azores. My father, Manuel, works as a seasonal landscaper and is unemployed about five months every year. My mother, Alda, stitches in one of the last needle-trade factories in the city. Both have an education, acquired in the Azores, equivalent to the traditional American sixth grade. Although they speak some English, Portuguese is still spoken in our home. My parents work hard and don't want to be on welfare. They hope for a better life for me and my three older brothers.

When my mother became pregnant, her doctor asked permission to notify the neighborhood Family Learning Center (FLC). An outreach counselor soon called my mother to explain the services offered by the Center, including: a nutrition and exercise program, a childbirth program, a parenting program, and arrangements for child-care beginning at six weeks. Learning that my parents were immigrants, the counselor also explained the availability of literacy and citizenship preparation classes.

So my mother could continue working, I was placed in the FLC nursery six weeks after I was born. I received expert and loving care from the staff, which included students from the Early Childhood Center at Bristol Community College and people from the Grandparents Program who became like an extended family to me. My brothers were enrolled in "after-school" programs chosen by my parents from many available. My oldest brother, who was having trouble with math, became a whiz at backgammon. My middle brother, who loves gardening like my father, almost took over the greenhouse which is part of the Center's science program. My youngest brother, who is fond of cooking, learned fractions by figuring out recipes, and became the best brownie maker in the East End. We apply our learning to real world responsibilities.

My mother became involved with the Parents Council when I was about three years old. She enrolled in the Parent's Program at the Education Institute to become eligible for election to the FLC's Management Team. Her Certificate Program included training in small group decision-making, strategic planning, governance of policy-making boards, understanding local politics, and several programs about education, curriculum, learning styles, and site-based management. At the Institute she met several teachers taking courses offered by the Professional Development Program. She was surprised to encounter her factory manager who was preparing to teach after his retirement the following year. Mother was selected to participate in an Institute R & D project to evaluate the progress of the Family Learning Center programs. She worked with famous professors from important universities who were also involved.

When I was at the Getting Ready Level, my friends and I conversed in both English and Portuguese, as the Center's bilingual program began language instruction for English-speaking children at an early age. I was learning English fine, but my friends had trouble with Portuguese and asked me to help them -- we work well in teams.

I receive regular physical and dental checkups in the clinic which operates one day each week at the Center. I also eat two or three meals a day there, depending on my family's needs. My father spends many hours at the Center during his unemployment, completing a literacy program and then an Academy Certificate (like the old GED, but personalized to each individual's needs, and well respected by business and the military). He wants to begin his own landscaping business and is acquiring business and computer skills by attending workshops at the FLC offered through the Small Business Development Center from U. Mass.-Dartmouth. My mother is also enrolled in an Academy program, but she wants to become a teacher's assistant so her time is divided between the Academy and Bristol Community College.

Although my father studies hard, mother learns easier and faster than he does. He sometimes becomes discouraged and drinks too much. Mother recently went to an Al-Anon meeting at the Center for guidance and help with this problem.

When I was five, a young woman who worked at a bank became my mentor. She was released from work for up to four hours every two weeks to volunteer at the Center, read to the children, and meet with me alone. I would tell her "secrets" that I didn't want ANYBODY to know. When my Cambodian friend told me she didn't celebrate Christmas, I was confused. My mentor explained about Buddha and I was eager to tell my family about this different religion.

I will have the same teachers for several years. Rather than being "taught" discrete subjects, our teachers organize learning experiences that combine several subjects, provide "hands-on" experiences, and make us think. The teachers regularly participate in professional development programs at the Education Institute where they learn new techniques and ideas. When our Principal left, a Master Teacher temporarily filled-in and a retired business executive volunteered her time to help manage the FLC until a replacement was found.

My parents will become U.S. citizens in a few weeks. I occasionally attended citizen preparation classes with them and remember asking my "social studies" teacher about the Bill Of Rights. She brought up a really old movie for me to watch on the computer called "Gideon's Trumpet." I didn't understand all of it, but I told my mentor afterwards that "life, liberty and happiness were important human rights, and that people better vote." That's what my parents will be able to do soon. The Judge will swear in all the new citizens at the Family Learning Center. We will learn more about what that means in the next several weeks. My brother, Fernando, as

part of his community service project, is helping make arrangements to cater the celebration.

The results from my standardized tests just came in. Our progress reports are based on the national assessments administered by the Department of Education as part of the GOALS 2000 program, and on an individual assessment of each student's achievement and understanding. Our parents are also assessed. Those combined assessments, known as the Atlantis Report Card, are shared with the Fall River community. The Research and Development program of the Education Institute tracks the data and our progress. Since the Atlantis Charter School opened in 1995, significant progress has been made every year. The dropout rate at the Atlantis Academy is now just under 5%. The literacy rate of the population has increased at a steady five percent per year, and attendance at local theaters and concerts has increased at the same rate. Our progress -- and my family's, too -- is also demonstrated through our personal/family portfolios where we keep copies of all our individual and family projects and other work.

I'm looking forward to the intermediate level of our Atlantis FLC. Our "social studies" curriculum at the Intermediate Family Learning Center is micro-society based; another curriculum component is technology-based; another emphasizes applied skills in arts and crafts; and still another is an international learning center. When we visited the technology-based center, I was intrigued by the Columbus project. Four students were talking with the teacher about the assigned group reports on Columbus' life and times. The students used the multimedia station in the room, located and loaded the GTV videodisc, and opened "Showmaker." They quickly completed a search on the word "Columbus," and watched one of the video clips which they found. They expanded their search to include "Spain" and "New World." Then they divided up their work, each assembling a portion of the group presentation.

I am interested in attending college. One brother is about to enter the Academy (formerly known as the high school). Having overcome his analytical skills (math) problem, he will attend the Technology Program and is interested in construction engineering. He will spend a good deal of time at Bristol Community College. When he receives his diploma, his skill level will be equivalent to what was called an Associate's Degree back in 1990.

It is now the year 2040. I still live in Fall River, Massachusetts. My first job was with the National Geodetic Administration which established its New England branch office in the city because of the caliber of entry-level workers. I teach in a learning center and direct the Fall River Cultural Center. I have just completed my fifth term on the Fall River City Council and, although I am very busy, I serve as a mentor and advocate at the FLC near my home. The Atlantis concept was ultimately adopted by the Fall River Public School System. My two children attend the nearby University. They learn through interstellar quark discs, and laugh when I tell them about our fiber optic network. One brother has just been awarded the contract to build a new

learning center. Another brother owns one of the finest restaurants in the area, which specializes in Portuguese cuisine. My third brother works with my oldest brother and is the landscaping engineer on his construction projects.

Fall River has become a "break-the-mold" community, a world model for education. Our Education Institute is world famous -- as a new model for education administration, as a leading teacher (learning facilitator) preparation institution, and as a community enterprise, where business and labor, government, parents and families all share responsibility for our children's education.

The median education level in Fall River has increased from 9.3 to 13.5 years during the last five decades. Six fortune 500 companies have located branches in the city. Things have definitely turned around. And our community continues to change, improve, grow, and flourish.

2. School Objectives

2. School Objectives

- A. *What are the school's broad academic objectives for student learning?*
- B. *Describe any non-academic goals for student performance.*
- C. *What type of community environment do you hope to foster at your school?*

Our Charter School will be based on our vision of the Family Learning Center. Its theme will be the sea.

"You cannot discover new oceans unless you have the courage to lose sight of the shore."

- individuals will be prepared for life and work in the 21st century. They will be knowledgeable, self-disciplined individuals who recognize responsibility for life-long learning, and possess strong analytical, interpersonal and communication skills, and an understanding and commitment to social justice, civic responsibility and ethics;
- learners will have high level competency in core subject areas;
- students will be expected to take responsibility for their own lives, to acquire and produce knowledge independently, to think critically and creatively, and to be capable of solving problems;
- school responsiveness will be based on a comprehensive and accurate data-information retrieval system about learners and their families;
- the school will operate within an environment of equal educational opportunity which celebrates diversity and global understanding;
- the school will provide a high-tech educational environment consisting of computers, fiber optic network, virtual reality, etc. to ensure a high-tech workforce;
- parental involvement and community involvement will be a foundation for all it does;

Operationalization of these goals leads to a series of expected school objectives which contain elements of effectiveness, empowerment, and expectations.

Effectiveness:

- A school whose staffing is not traditional.
- A school whose curriculum does not duplicate what has failed in the mainstream schools.
- A school whose methods of instruction are individualized to learners.
- A school which is cost effective.
- A school which engages in prevention, not remediation.
- A school which includes a stimulating curriculum to keep students interested.
- A school which is autonomous from political interference in its hiring and other personnel practices.

Expectations:

- A school which will save students.
- A school which cares about students' personal lives.
- A school which is interesting.
- A school which is discipline-based in terms of structure, not in terms of sanction.
- A school whose assessment component will not be based on traditional definitions of success.
- A school which combines education with training, applied skills and life skills.
- A school which will start small, be successful and build later as its successes multiply.
- A school which understands the implications of size, student body, class size, etc.
- A school which is underpinned by a philosophy which understands the needs of students, educationally and emotionally.

- A school which accepts the student where s/he is with respect to learning style, ability so that the student feels that acceptance.
- A school where there is emotional, administrative and financial support for staff.
- A school where the entire community affirms its commitment to the school's values and principles.
- A school where students are grouped in the most effective way possible (not merely according to age).
- A school where there is a sense of investment and commitment from the organization itself.
- A school where the curriculum is tailored to individual student's needs.
- A school where the student/teacher ratio allows for individual attention.
- A school where the business community is truly committed and involved.
- A school where staff development is considered a guiding principle.
- A school which acts as an integrating force in the community.

Empowerment:

- A school where students receive individualized attention.
- A school where students feel included.
- A school which is physically and emotionally safe.
- A school where everyone shares in the decision-making.
- A school where structure is what evolves and not what is there to constrain.
- A school where social and interpersonal skills are presented in a meaningful way.

- A school where values clarification and role modeling are part of the curriculum.
- A school where students are highly motivated by built-in incentives.
- A school which deals with the life-issues of students.
- A school where parental involvement is crucial to its success.

The FLC as Total Family Support Center

Learning does not take place in isolation. The Family Learning Center concept acknowledges the lamentable demise of the nuclear family, and thus becomes an extended family for the learner. Traditional schools have long performed these duties ad hoc. Because they are not formally institutionalized and funded as part of the school system, however, these duties have invaded and supplanted the curriculum to the detriment of the learner. The Atlantis Family Learning Center will incorporate these responsibilities into the overall design.

As the focus of all supportive and social services, we intend to link the Atlantis FLC through a computer network via fiber optic cable to all relevant agencies.

Charlton Memorial Hospital has been exercising leadership in creating an implementation design for the integration of health and social services for our family learning center concept. They have recently purchased and implemented a mobile van which brings medical services directly to various schools, primarily screening services. We will extend that design to conduct on-site medical and dental services through a student center. We will also work with the Fall River Family Services to provide the social services needed. Linkages and service coordination will be arranged through the FLC, so that referrals of children and families will not be between agencies but to services within the FLC. Educational, social-emotional, and health services in varied sites throughout the community, will be provided to child and parents in a unified way, staffed by personnel jointly funded by relevant agencies.

The FLC as Focus for Coordinating All Educational Programs

The FLC will ensure continuity among all community education providers and thereby continuity in the educational life of the child and family. Changes in society have resulted in much discontinuity for children, and this is especially true in cities like Fall River with many high risk youngsters. Parents, baby-sitters, day care centers, pre-school programs, after-school care, social services, health care providers, and the schools, each play a part in the life of the child, during any one day. From the perspective of the child, this well-intentioned network of services often

translates into an array of stressful changes and conflicting expectations. We have already seen how the concept of the Family Learning Center can work, given the experience of the Coalition for Excellence in Education's work with the Robeson Family Learning Center. Families have been responsive; the community has been responsive; the children are beginning to flourish. Unfortunately, the greatest impediment to success has been the institutionalized recalcitrance of the school system and its political imbroglios. That fact is what propels our quest for a charter school. The charter school will carry on the concept at an advanced level (the Robeson FLC is currently K through 2) without the political interference and political trappings of the current school system. We believe that a charter school outside of the Fall River school system is the only way to demonstrate the success of the Family Learning Center model.

The discontinuities endemic to the political system and cited above, will be addressed by our forming close ties with the family as the center of the child's experience. Parent outreach and involvement have become increasingly important. Not only does the literature cite the validity of this approach, we have evidence of its success at the Robeson FLC. Community linkages help provide better coordinated services and avoid wasteful duplication of effort. The pioneering nature of our Family Learning Center concept is that it addresses discontinuity by seeking totally different relationships -- organic rather than constrained. The FLC will not be narrowly a public school seeking to connect with other stakeholders in the community; the stakeholders will create and govern the Atlantis FLC. The curriculum of our FLC will specify not only what the teacher will teach, but also what is offered by all other education providers, including programs, parents, and members of the community. And the Education Institute will ensure that everyone has the proper training, knowledge, and support to carry out their responsibilities.

Parents as First and Most Important Teachers

A progressive effort, continuing through the school life of the child, will develop parents as the first and most important teachers. Parents will know they are part of the curriculum and that success depends upon their involvement. Outreach, as we have already implemented at the Robeson FLC, will include personal contact. Classes in literacy, knowledge of the curriculum, and job and life skills will be offered through the Education Institute. The community college, library, and businesses will be encouraged to extend adult learning opportunities. We will also provide a track for parents within the Education Institute which will address skills needed for the FLC governance such as, learning about the Education Reform Act, small group decision-making, parliamentary procedure, etc.

3. Statement of Need

3. Statement of Need

A. Why is there a need for this type of school?

B. Explain why a charter school would help to effectively address this need?

During the last decade, the extant literature pertaining to the state of American education has been replete with cogent arguments regarding the need to restructure the United States' education system. The Carnegie Report, "A Nation at Risk" stands as a lightening rod to those arguments. From a national perspective, then the need to restructure education is viewed as necessary to sustaining American civilization, particularly as it pertains to our ability to compete in a global economy, ensure the integrity of the competitive marketplace and to sustain the viability of our representative democracy. In those terms, then, one might conclude that the need to restructure American education is in reality World War III.

These national imperatives are, of course, pertinent to any local city or town. And, as in the case of Fall River, local economic, political and social attributes build an even stronger case for public school reform, and most particularly for the strategy of a charter school to meet its challenge.

Fall River is an old, industrial city located in Bristol County in southeastern Massachusetts. It has experienced a 13% decrease in population since 1975, primarily in the 20-60 age group. Many young, educated professionals have left to find work in their chosen fields. Hundreds of well-paying manufacturing jobs have been lost in recent years with the preponderance of new opportunities consisting of minimum wage retail and service jobs. It is estimated that nearly 15% of the city's population have incomes at or below poverty. The current unemployment rate is 8.5, compared to the national average of 6.1 (November 1993).

Our community is 100% urban. It has been a major center of immigration for Portuguese families coming primarily from the Azores with a recent influx of Asians, primarily Cambodians. Most arrive with limited or no English language skills. Recently Hispanic and African-American families have also settled in Fall River.

The population is not well educated. The 1990 census indicates that, of those aged 25 or older, 13% had only an elementary education; 38% attended junior high and/or high school but did not obtain a high school diploma; 23% graduated from high school; and only 6% graduated from college.

The Fall River Public School System operates and maintains 34 schools in the community - one comprehensive high school, four middle, and 29 elementary

schools, with a total student population of 12,500. The annual budget is approximately \$46 million with per pupil expenditure of \$3,990, a full third less than the state average of \$6,170 (1992).

The student population presents a significant educational and social challenge. Forty percent of the school-age population (5,000 students) can be classified "at risk;" 27% of students have separated or divorced parents (an increase of 7% since 1980); 9% were in foster homes or had one deceased parent; and 36% come from homes where a language other than English is spoken.

During the past five years, the number of African-American students is up 82%, Asians up 261% and Hispanics up 541%. Students whose first language is Portuguese make up 28% of the total student population, an increase of 7% in the past five years. Fifteen percent of all Fall River births are to teens (1989) compared to 8.5% in the Commonwealth overall.

On the Massachusetts Educational Assessment Program administered in 1989-90, student achievement was below the statewide average for proficiency in the four subjects:

	Grade 4		Grade 8		Grade 12	
	% of FR	% State	% FR	% State	% FR	% State
Reading	84	91	71	85	74	82
Mathematics	89	95	82	90	75	84
Science	89	94	79	89	79	87
Social Studies	91	93	76	88	75	84

Scores on the Scholastic Aptitude Test for high school students were: Verbal-376, Math-406 and Total - 782. The dropout rate is currently about 30%.

In spite of these rather dismal statistics, some progress has been made. The high school dropout rate at 30%, is a reduction from 50% in 1983. Increased numbers of graduates are going on to college (from 49% to 64%); and reading and writing scores have improved on the basic skills statewide tests. Of course, all this was under the tutelage of former Superintendent John R. Correiro.

There is also a history of successful innovation in Fall River and the above-cited statistics demonstrate significant progress in recent years. But the pace of change has been too slow, and the types of change too timid. We believe that much more is possible. And we further believe that the Charter School concept is the vehicle to drive the public school system to greatness.

This will not be the first time that Fall River has been on the cutting edge of educational innovation. We were the first Massachusetts city to purchase textbooks for public schools, the first to establish all-day kindergarten and the first community to establish community scholarship foundations. The Citizens Scholarship Foundation has been replicated nationally and has raised over \$210 million during the last thirty years (half of which was raised during the last four years). We were the first school system nationally to integrate on the basis of English language proficiency and our Boyd Early Childhood Development Center was one of the first to establish an early childhood development program using the ANISA model.

Our collaborative culture as demonstrated by the development of our systemwide strategic plan for the public schools, our New Generation of American Schools Grant FOCUS-21, the public-private sector relationships, high rates of volunteerism and community participation (the only community in Southeastern Massachusetts to consistently reach 100% of its United Way goal) and past and present educational innovation demonstrate that we have the capacity and the will to establish and develop a charter school which will enable the public school system to mirror its success, thereby bringing excellent education to our children - an education which they deserve as a birthright.

Perhaps nothing speaks more cogently to the need of a charter school in Fall River than the state and nature of local politics. It was by design, of course, that the General Court, in its collective wisdom, provided for charter schools to be outside of the traditional parameters of governance of the local school system. Fall River, like so many other communities nationwide, is currently without effective positive political leadership. The former superintendent, one of the most outstanding superintendents in the state, was forced out in order that the use of the school system as a patronage pool could be advanced, given the state of the municipal budget and lack of job opportunities on the "city" side. Evidence of the capricious intent is demonstrated by the transfer of \$300,000 dollars of education reform money to subsidize health insurance payments. Other monies have been transferred through a loophole in the Education Reform Act and we believe that those actions, while technically legal, are reprehensible ethically and morally. Nothing speaks to the vitriolic sentiments of the present school administration than the eviction of the Coalition for Excellence in Education from a desk it used in the School's Magnet Office when it was known that the Coalition's parent organization, the Fall River Regional Task Force, had formed a subsidiary to apply for a charter school. The Acting Superintendent also issued orders to school department personnel not to cooperate with the Coalition in any way. There could be no more cogent an argument for the need of a charter school for the children of Fall River than this position taken by the Acting Superintendent and the School Committee (except Dr. Patrick Foley and the Mayor) who voted against the motions pertaining to the Coalition. See editorial and letters which follow. In addition, the Superintendent (permanent as of 1/25/94) is interfering in the administration of the Learning Together Grant. He has removed the financial administration from the Magnet Office and indicated his intentions to remove the Coalition from its role, even

though the Coalition wrote the Grant whose focus is to sustain collaboration in support of public school reform.

To support our contention that the political leadership had not adequately supported the public schools, we requested an analysis of the public school's budget practices. A former School Committee member conducted that analysis which follows.

Although the elected and appointed political leadership have, for many years, talked about supporting public education and improving the schools, their institutional recalcitrance and private agendas have produced little evidence that the type of school reform which provides systemic change is a priority. For example, the Fall River Regional Task Force during the past decade has produced two comprehensive building needs studies. Please note that Fall River has an old and decrepit building plant. One elementary school currently in use was built in 1865. Many elementary schools have one electric outlet per classroom. And these are going to be linked to an information highway! When? It took eight years to build a new middle school when the land was donated to the City and the SBAB reimbursement was 90%! The School Committee in April 1991 refused to accept the second study (although they had requested that it be undertaken) and to date has not acted on any of its recommendations, including its being submitted to the SBAB as the City's plan for upgrading the school plant.

Whatever progress has been made, in large measure, has been due to parents and various community groups pressuring the institution. Progress has been slow. Since August 1993, there have been more obstacles and hurdles against greater parent and community involvement although the rhetoric remains the same. We believe that a charter school which would allow the type of change which is so needed in this community is the only salvation for our children.

A charter school would be run by individuals, the governing body, the principal, the teachers, and the staff who would be professional and competent. The essence of the school would be focused on the children. The school would be for the children; not created to provide jobs for adults. It would provide responsible role models who encourage a constructive work ethic. And all this is apart from the curriculum, pedagogy and other attributes of the school which would all be "cutting edge."

**Other Supportive Material
re Need**

Selected Newspaper Clippings

School Committee Actions

Charter school opposition astounds Task Force head

By KATHLEEN DURAND
Herald News Staff Reporter

1-10-94
FALL RIVER — The president of the Fall River Regional Task Force says he's amazed, but not discouraged, by the School Committee's opposition to its proposal to open a charter school here.

Julien F. Paul, Task Force president, is the leader of a subsidiary corporation the Task Force formed in November to apply for a charter school under the Education Reform Act.

The proposal is meeting with opposition from the Fall River Educators Association, Administrators Association and Teacher Assistants' Association as

well as from the School Committee. All of them object that the public school system could lose up to \$1 million in state funds that would be channeled into a charter school.

The School Committee, acting on motions by member Thomas M. Gibney, voted Monday night to voice opposition to any private group attempting to start a charter school here and to give the Task Force until the end of February to vacate space it now uses in the school system's Magnet Program office on Durfee Street.

Paul said the Task Force has a desk in the Magnet offices, and

See CHARTER, Page 5

Charter: Opposition was expected

From Page 1

will simply relocate to an office it has on the second floor of the same building. The building is the property of Bristol Community College. The school system rents space in the building from BCC.

"I would suggest if Mr. Gibney or any member of the School Commit-

tee, individually or collectively, feel the Education Reform Act is erroneous or misguided in its enactment of legislation that allows for establishment of charter schools, their complaint is with the General Court, not with me," said Paul.

Editorial 1/16/94

OUR VIEW

Obstructing the process

When the Fall River School Committee voted on Monday to oppose any private group attempting to start a charter school here, it voted against the state's fledgling Education Reform Act.

Not that committee members don't have a right to take issue with some of the components of ed reform, but they must understand that the beef is with ed reform, not those embracing it. And they must understand that retaliation against others is inappropriate.

The Coalition for Excellence in Education, a branch of the Fall River Area Task Force, announced recently that it was forming a separate corporation to apply for a charter school permit.

At Monday's meeting Committee member Thomas M. Gibney introduced a motion, which passed 6-1, to oppose the CEE's or any other group's charter school application. Gibney said he and other members were concerned that money to start the schools would be siphoned off what would otherwise go to existing schools. The Education Reform Act will allow up to 25 public charter schools to open next September.

The School Committee's concern about funding for existing public schools is understandable. But members should not allow that concern to derail ed reform. While it is still unclear where money for charter schools will come from, Committee President Patrick J. Foley said the act may be amended so that charter schools can be funded without taking money away from public schools. In the meantime,

the concept should not be completely abandoned.

But even more stubborn than the board's refusal to accept the notion of charter schools was its vote to evict the Task Force from space it uses at the Magnet program offices on Durfee Street.

Again Gibney introduced the motion, arguing that while the Task Force has done a lot of work for Fall River schools in the past, it is now betraying the city by working for a charter school. "It was helpful in the past. Now it appears to be a group what will take \$1 million away from our school," Gibney said, likening allowing the Task Force to remain in school space to "inviting a pickpocket to spend the night in your house."

That motion, which passed 5-2, seems born of pure vengeance. The Task Force is pursuing an option - charter schools - that the state Legislature hoped would serve as an example to other public schools. Despite the School Committee's sentiments, locating a charter school in Fall River would be a plum for the city. Indeed it's more than a little disturbing that the School Committee is not leading the charge for such attempts to improve education here.

One thing that just about everyone looking at education in American agrees upon is that change is needed to improve our schools. It is a shame that the board responsible for education in Fall River is standing in the way of that change.

12/6-94 Mixed grades

Proponents say
charter school
criticism ignores
potential gains

By KATHLEEN DURAND
Herald News Staff Reporter

FALL RIVER — The first charter schools in Massachusetts aren't due to open until September 1995, and there's no guarantee that one of them will be located in Fall River.

But the fact that a community organization hopes to open a charter school here is already coming under fire. Public school officials, all but one school board member and unions representing school personnel see a charter school as a threat to school funding. They maintain that it could take as much as \$1 million away from a public school budget that they say is already inadequate.

Some critics also maintain that charter schools will really be elitist private schools funded with public money.

The state Education Reform Act, approved last June, allows up to 25 charter schools to open in September 1995 as independent public schools serving as models for innovative education.

Two months ago the Fall River Regional Task Force formed a new subsidiary known as the Atlantis Charter School Corp. for the purpose of applying for a charter school. John R. Correiro, the city's former school superintendent, is corporation president.

The School Committee voted 6-1 last Monday to record itself as opposed to any private group attempting to start a charter school. Committee Vice Chairman Patrick J. Foley cast the only no vote.

The Education Reform Act says the school district in which students attend a charter school reside will pay the charter school an amount equal to the average cost per student in the school district. If 200 students attend a charter school, acting Supt. James M. Gibney estimates the public school system will lose between \$800,000 and \$1 million.

School: Mixed grades for charter idea

But Correiro and other proponents say money taken out of the public school budget for a charter school would be money for improvement of education for Fall River students.

As the Legislature set the charter schools up, Correiro noted. "The money follows the student. The state is saying it's the child's money, not the school system's."

Atlantis Charter School Corp.'s proposal may not win the required approval of the state education secretary, Correiro said, "but a group of us is going to try."

He said he has devoted his entire career to trying to make things better for kids, and just because he's no longer superintendent of schools doesn't mean he plans to stop doing that. Correiro resigned in August to become director of the New England Desegregation Assistance Center.

Correiro says he would rather see a group of volunteers from the community, as opposed to a profit-making organization, run a charter school.

"My involvement is a natural part of what I did all my career. I'm committed to giving kids the opportunity for an alternative education, to a new model that pays more than lip service to parent and community involvement," Correiro says.

"I'm not saying everything the public schools do is wrong, but a lot of what they do is too slow," he adds.

State Rep. Edward M. Lambert Jr. of Fall River was closely involved in developing the education reform legislation. Lambert says he supports the charter school concept and thinks it should be given a chance to work.

"I can say with good conscience it can be used positively," says Lambert.

Stressing that he was speaking from a state perspective, Lambert said, "A school system may lose money to a charter school, but the community will not. A charter school is a public school. I do not support public funds for private schools."

In communities with charter schools, the public school system will lose a certain number of students and a certain amount of money, he notes, but the public school system will also be relieved of the responsibility of educating those students who transfer to the charter school.

Observing that "innovation is hard to accept," Lambert says he can understand the School Committee's position, "but the charter school provision is an opportunity, a limited opportunity, to experiment and to provide a new element to the mix. It's an opportunity to be creative."

Since the first charter schools won't open until September 1995, Lambert

says there's time to look at how they will be funded.

"The whole idea is to foster competition," he says. "The intent is not to take away money from school systems trying to improve themselves. Ultimately, I think charter schools can help the public schools."

Julien Paul, president of the Task Force and one of the people working on a charter school proposal for Fall River, says a charter school wouldn't take any money away from a child, but would take it away from the control of the public school administration.

"The Task Force helped create a new school, the Henry Lord Middle School, and now we're in the middle of a program that would create a new school sorely needed by the community," Paul said. "None of us, as volunteers, has anything to gain. But the kids have to get a fair shake."

Paul says the education reform law gives any organization the right to apply for a charter school.

"The Legislature must have expected someone to try to do this. There's no guarantee you'll get a charter school here, but you certainly won't get an opportunity to open a school if you don't try," Paul says.

Peter C. Cross, president of the Fall River Educators Association, says he is in favor of the Task Force and its subsidiary, the Coalition for Excellence in Education, "but I don't think the purpose of the Task Force is to take money away from the city."

Cross adds, "The question is, Who's going to pay? I'm not opposed to charter schools, except that they will be in conflict with public schools."

He maintains that whatever services and programs charter schools can offer can be offered through the public schools.

Since only five other states have passed charter school legislation, Cross says charter schools are an untested, unknown entity. "We need X amount of money to run our schools. We can't afford to lose any," he says.

Acting Supt. Gibney had a similar reaction. "We can't operate with what we have now. To lose \$1 million, we'd have to lay off 50 people, and we can't have that," says Gibney.

Experimentation is a good idea, says Marjorie Condon, the School Department's director of curriculum, "but it upsets people that the school system can't participate." She says there is also concern that charter schools, by their nature, would have entrance standards that would exclude academically poorer students and students with special needs, who are the most costly to educate.

Fall River Public Schools

Office of Assistant Superintendent

417 Rock Street

Fall River, Massachusetts 02720

James M. Gibney
Assistant Superintendent

January 14, 1994

Mr. Julien Paul, President
Fall River Regional Task Force
64 Durfee Street
Fall River, MA 02720

Dear Mr. Paul:

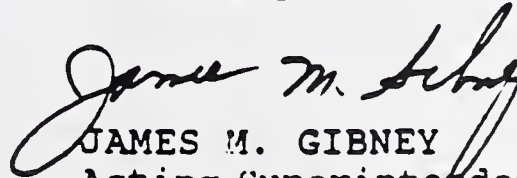
At the January 10, 1994 Fall River School Committee meeting it was **VOTED** by the School Committee to both oppose any charter schools in the City of Fall River, and also to have the Fall River Task Force Subcommittee on the Coalition for Excellence in Education vacate the space utilized in our Magnet Education Program Office on the first floor of the Bristol Community College Building on Durfee Street by the end of February, due to their involvement in the establishment of charter schools.

I have been instructed by the School Committee to both notify you of this vote and to make sure that it is complied with by the end of February. Therefore, would you please make arrangements to have all equipment, furniture, etc. moved to another location by February 28, 1994.

I have enclosed with this letter the actual votes taken by the School Committee regarding these charter school issues.

Thank you.

Sincerely,



JAMES M. GIBNEY

Acting Superintendent of Schools

JMG:csb

cc: Rita Duarte Marinho
James A. Wallace

Enclosures (2)

Rec'd 1/20/94
ram

Fall River School Committee

417 ROCK STREET FALL RIVER, MA 02720

JOHN A. MITCHELL
CHAIRMAN

DENNIS A. POOLE
VICE CHAIRMAN

CONSTANCE S. BRANCO
SECRETARY

GREGORY A. BRILHANTE
PATRICK J. FOLEY
THOMAS M. GIBNEY
ROBERT MAYNARD
JULIE L. RAPOSA

January 14, 1994

Mr. James M. Gibney
Acting Superintendent of Schools
417 Rock Street
Fall River, MA 02720

Dear Mr. Gibney:

At a regular meeting of the Fall River School Committee held on January 10, 1994, the following action was taken:

VOTED: (Mr. Gibney-Atty. Brilhante) That the School Committee go on record as opposing any Charter Schools in the City of Fall River.

A roll call showed the following: Atty. Brilhante - Yes, Dr. Foley - No, Mr. Gibney - Yes, Mr. Maynard - Yes, Mr. Pearson - Yes, Mr. Rego - Yes, Mayor Mitchell - Yes. 6 yeas, 1 nays, none not present. Motion passed.

Sincerely,

Constance S. Branco

CONSTANCE S. BRANCO
Secretary to the School Committee

Fall River School Committee

417 ROCK STREET FALL RIVER MA 02720

JOHN R MITCHELL
CHAIRMAN

DENNIS A POOLE
VICE CHAIRMAN

CONSTANCE S BRANCO
SECRETARY

GREGORY A BRILHANTE
PATRICK J FOLEY
THOMAS M GIBNEY
ROBERT MAYNARD
JULIET L RAPOSA

January 14, 1994

Mr. James M. Gibney
Acting Superintendent of Schools
417 Rock Street
Fall River, MA 02720

Dear Mr. Gibney:

At a regular meeting of the Fall River School Committee held on January 10, 1994, the following action was taken:

VOTED: (Mr. Gibney-Atty. Brilhante) That the School Committee instruct the Superintendent to notify the Fall River Task Force/Coalition for Excellence in Education to vacate the space being utilized in the Magnet Education Office at Bristol Community College, Durfee Street Campus, by February 28, 1994, due to their involvement in the establishment of Charter Schools.

A roll call showed the following: Atty. Brilhante - Yes, Dr. Foley - No, Mr. Gibney - Yes, Mr. Maynard - Yes, Mr. Pearson - Yes, Mr. Rego - Yes, Mayor Mitchell - No. 5 yeas, 2 nays, none not present. Motion passed.

Sincerely,

Constance S. Branco

CONSTANCE S. BRANCO
Secretary to the School Committee

December 28, 1993

Mr. Kenneth S. Duarte
500 Rivet Street
New Bedford, MA 02740

Dear Mr. Duarte:

A new group is attempting to filter money from an already sparse budget. This group that is ready to siphon money off the top of the existing school budget is the Fall River Task Force, of which you are a member.

On October 26, 1993, The Herald News carried a story concerning the "Battleship's Proposal for a New School." Sean Flynn reported that the officers of the Battleship are exploring a proposal to establish a charter school here that would specialize in marine sciences and technology. It was stated that Julien Paul, President of the USS Massachusetts, was hoping to receive start-up monies from the Circus Circus Co.

(In our opinion, if Circus Circus is willing to help develop anything educational for the city of Fall River, it should be approaching the public school system, not a private organization that is involved in developing an entertainment complex on the waterfront.)

Recently, we were informed that the Battleship is no longer exploring establishing the charter school. Instead, this venture has been taken on by the Fall River Task Force. The Task Force - who in the past spearheaded the building of the new Henry Lord Middle school and the Coalition for Excellence in Education Fall River 2000 - is now making a direct attack on the funding source of the Fall River public schools.

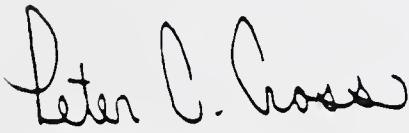
(We'd like to point out that Julian Paul, Past President of the USS Massachusetts and the main person behind this initiative, is ALSO President of the Fall River Task Force, Vice-President of the Fall River Chamber of Commerce, and is on the Board of Directors of this new subsidiary - the Charter School Corporation.)

Mr. Paul states, "This is a positive step by concerned citizens directed toward the protection of children's rights to be educated in a manner which will create civil citizens to ensure a bright future for our community." He fails to point out, however, that the Task Force - along with the

School Committee - is involved in a strategic plan for the implementation of the America 2000 Goal, which is grossly underfunded. At the same time, Mr. Paul is initiating a charter school that he KNOWS will take monies directly from the same funding source that exists for the Coalition for Excellence in Education.

If Mr. Paul is successful in bringing a Charter School to Fall River in 1995, it opens the door to potentially 200 students from the Fall River area. Thus, the approximately 13,000 plus students who remain in the public schools will be forced to work with a budget of nearly ONE MILLION DOLLARS LESS than the 1994-1995 budget allows.

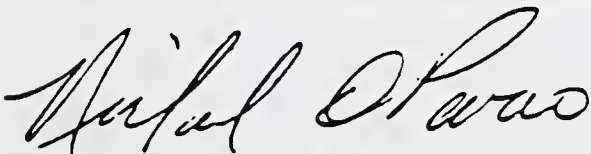
Charter schools are not the answer to improving education in Fall River.



Peter C. Cross
President
Fall River Educators' Association



Barbara Page
President
Fall River Teacher Assistants' Association



Richard D. Pavao
President
Fall River Administrators' Association

cc: Fall River School Committee

Fall River Public School Budget Practices.

Submitted by Dennis A. Poole

Overview

The City of Fall River has had an extremely low level of commitment to its public schools by any standard of measurement. Fall River has historically spent less per pupil than the average city or town in Massachusetts. This has been evident both before and after the passage of Proposition 2½ with its repeal of fiscal autonomy, both before and after major revisions in the Commonwealth's Chapter 70 Aid to Education formula which were intended to benefit poorer cities like Fall River, both before and after the Public School Improvement Act of 1985 which instituted Equal Education Opportunity Grants (EEOG) to help communities reach 85% of the average per pupil expenditure, and has held true in spite of the massive increases in state education aid Fall River received in 1992 and 1993.

Fall River's handling of Chapter 70 Aid to Education in the 1980s.

During the 1980s, Fall River continued its tradition of low school expenditures in spite of significant increases in Chapter 70 Aid to Education from the Commonwealth of Massachusetts. In two fiscal years, FY1988 and FY1989, state education aid subsidized the city budget because Chapter 70 Aid received by Fall River exceeded the amount appropriated by Fall River for its public schools. In Fiscal Year 1988 Fall River received \$36.9 million in Chapter 70 Aid but appropriated only \$33.2 for schools, thus making a profit of \$3.7 million from state education aid. In Fiscal Year 1989, Fall River received \$40.2 million in Chapter 70 Aid but appropriated only \$37.8 million for schools, making a profit of \$2.4 million on education aid. While some of the money went into the city budget for non-school related spending, most of it apparently went to Fall River's Free Cash Account as the following figures, certified by the Bureau of Local Accounts, indicate:

<u>Date</u>	<u>Free Cash Account</u>	<u>Increase from Prior Year</u>	<u>Percentage of Increase</u>
7/1/88	\$5,623,613	\$519,436	10.18%
7/1/89	\$8,850,441	\$3,226,828	57.38%
7/1/90	\$10,882,407	\$2,031,966	22.96%

Fall River's handling of EEOG and PPEA in the 1990s.

The diversion of Chapter 70 Education Aid during the late 1980s was possible because the money was not "earmarked" for education. But even "earmarking" of education aid under EEOG and the Per Pupil Education Aid (PPEA) in 1992 did not

insure that all state aid to public schools in Fall River would ever show up in the classroom. Fall River's handling of the large increases in state education aid for Fiscal Years 1993 and 1994 demonstrate that the city's policy of underfunding public schools was not affected by "earmarking."

FY1993: Using new education aid to offset health care costs and bail out the city's pension fund - An Exercise in Parliamentary Legerdemain.

In July, 1992, when the General Court overrode Governor Weld's veto and appropriated additional education aid, Fall River received \$4.1 million in additional aid: \$2.9 million more under EEOG and \$1,244,100 from the "Per Pupil Education Act" (PPEA). The School Committee was advised that about one-third of the new money would go to the added cost of maintaining FY92 services in FY93, one-third would be available for education improvement, and one-third would be used to offset part of the cost of Blue Cross-Blue Shield for school department personnel -- a cost traditionally covered in the city budget and not considered part of the local school department budget. Because the new money had been earmarked by the state for education, the city administration needed to have a vote by the School Committee to transfer these funds to the city's General Treasury. This was potentially controversial not only because it was the first time the School Department was asked to underwrite a cost traditionally borne the city government, but also because the School Committee was engaged in mediation with the local teachers union nearly two years after the previous collective bargaining expired. Public debate was avoided, however, by an exercise in parliamentary sleight-of-hand.

On August 11, 1992, the Fall River School Committee held its first meeting after the passage of the additional education aid. The Superintendent of Schools presented a list headed "Allocation of Education Reform Funding," showing his recommendations for spending \$1.3 million (the amount left over after deducting \$1.5 million for increased operating expenses and the \$1,244,100 offset for Blue Cross-Blue Shield costs). The School Committee did not act on the proposal at that meeting.

The Agenda for the next School Committee meeting on September 1, 1992, included the following item:

RECOMMENDED: That the School Committee adopt the **Allocation of the Educational Reform Funding** as proposed by the Superintendent of Schools at the last School Committee meeting (See Attachment-A).

Attachment A was one page headed "Allocation of Education Reform Funding" identical to that discussed at the August 11, 1992 meeting. It itemized the same \$1.3. At the September 1, 1993 School Committee meeting the Superintendent had also gave committee members a memo dated August 29, 1992, concerning "Allocation of Education Reform Funding. It read as follows:

For your information, the allocation of the Education Reform Funding Based on \$4.1M in new monies will be as follows:

FROM EEOG - \$2,900,000

1. \$1,244,100 for Blue Cross/Blue Shield increase for School Department Personnel
2. \$1,552,509 for maintaining the School Department operation at a level service for 1992-93 in accordance with the 1991-92 operations.
3. \$103,391 for funding education reform items

FROM PER PUPIL EDUCATION ACT - \$1,244,100

Proposal submitted for your approval at 1 September, 1992 meeting.

The School Committee discussed \$1.3 million listed in Attachment A and voted 6 yes, 1 no, to adopt it.

When the proposed Minutes for the School Committee Meeting of September 1, 1993 were distributed they included the following:

RECOMMENDED: That the School Committee adopt the Allocation of the Educational Reform Funding as proposed by the Superintendent of Schools at the last School Committee meeting (See Attachment-A).

MOTION: (Dr. Foley - Atty. Brilhante) That the foregoing recommendation of the Superintendent be approved.

It included the roll call in which 6 members voted yes and 1 voted no. Two sheets of paper were stapled to the end of the minutes. The first was "Attachment A" - the list of \$1.3 million in allocations from Education Reform funding which was identical to the list given at the August 11, 1992 meeting and the attachment to the Agenda for the September 1, 1992 meeting. The second sheet was a copy of the Superintendent's memo dated August 29, 1992 with the "For your information" listing of the allocation of the total \$4.1 million. That memo was not discussed at the September 1, 1992 meeting.

Mayor took the position that the vote on September 1, 1992 was for the allocation of the entire \$4.1 million package and on that basis he maintained that the School Committee had voted to transfer \$1,244,100 from its EEOG money to the city's

General Treasury for Blue Cross/Blue Shield costs. Because of objections to the accuracy of these minutes by some members of the School Committee the ratification was postponed given the high level of tension in contract negotiations with the teachers.

The Minutes were presented for ratification until the January, 1993 meeting of the School Committee and some committee members objected to them at that time. Two other members of the School Committee who had voted for the "Attachment 'A'" motion, including the member who made the motion, insisted that they had not voted on the allocation of the entire \$4.1 million. After some debate the Minutes were tabled so members could listen to audio tape of the September 1, 1992 meeting.

That tape was virtually inaudible with a "whooshing" sound which almost drowned out the Pledge of Allegiance at the beginning of the meeting and continued throughout the recording so that nothing of the meeting could be heard. At its February, 1993, meeting, the School Committee voted 4-3 to approve the Minutes of the September 1, 1992, meeting as presented, thus accomplishing the transfer of \$1,244,100 in new education aid to the city's General Fund.

How education money bailed out the city's pension fund - June, 1993.

In June, 1993, it was disclosed that Fall River owed \$310,000 to its pension fund and the School Department would be asked to cover the shortfall ('Pension plan still short; City may hit schools to cover \$310,000 gap', The Fall River Herald News, June 23, 1993, p. 1). The following day, Mayor Mitchell confirmed that. ("Schools asked to plug gap", The Fall River Herald News, June 24, 1993, p. 1).

At the School Committee meeting on June 25, 1993, the School Committee voted against the transfer of \$310,000 to the city treasury to cover pension costs. But then the School Committee voted 4-to-3 to adjourn without encumbering the \$310,000. Since the money was not encumbered it reverted to the city treasury at the close of the fiscal year five days later from where it was presumably used to plug the pension shortfall. Ironically, less than a month later the School Committee went to the City Council for approval of a \$700,000 loan to repair school buildings which are in deplorable physical condition.

FY 1994: Shifting costs to the School Department in proportion to increased education aid.

The School Department budget, as presented to the School Committee for FY1994 included a cut of \$2.9 million in the city's appropriation to schools as Fall River's EEOG grant increased by \$3 million. It again proposed using education money (\$1,561,781) to cover health insurance costs as well as some \$50,000 as the School Department's share of the city's cost of payroll processing for School Department personnel. The School Committee voted not to accept the budget as proposed, but

never arrived at a consensus for a higher figure. Under Fall River's Plan A Charter, the Mayor alone can propose spending levels and he submitted the rejected proposal to the City Council for approval.

When asked by a newspaper reporter about the trend to shift city expenses to the School Department as state education aid increases, Mayor John R. Mitchell confirmed the policy:

Mitchell did not deny a trend in city government to pass more personnel costs on to the School Department...

"If a bunch of money goes to education reform and nothing to anyone else," he said, there must be a transfer of costs to the School Department traditionally carried by the municipality.

("Schools asked to plug gap", The Fall River Herald News, June 24, 1993, pp. 1 & 7).

The Economic Consequences of Poor Public Schools

Fall River's lack of investment in its schools has been detrimental not only to Fall River's children but also to the city's economic development. A 1985 report, "Economic Development Strategy for the Fall River Area," by Arthur D. Little, Inc., for the Fall River Area Chamber of Commerce and Industry, states:

Expenditures per pupil in the Fall River public schools are much lower than the State and U.S. average, and, for example, than nearby Somerset... This low level of expenditure can be used by businesses evaluating the area to indicate a poor school system. When coupled with the recent publicity about the level of drop-outs from the Fall River school(s), the public education system can be seen as a detriment to the attraction of firms to the Fall River Area. (Page III-13)

The same study gave the following comparison of 1983 per capita expenditures on education:

United States:	\$516
Massachusetts:	\$564
Somerset [Mass.]:	\$543
Fall River	\$312

("Economic Development Strategy for the Fall River Area", Arthur D. Little, Inc., 1985, Table 11, School System Expenditures, 1983, Page III-14).

Nine years later, not much has changed. The draft of a report dated January 25, 1994, entitled "Economic Development Plan: City of Fall River," submitted to Mayor John R. Mitchell and the Fall River Office of Economic Development by Mt. Auburn Associates, reports that its survey of local firms rated "Quality of schools" as the second highest "Negative Factor" of doing business in Fall River at 39.1% (behind only "Availability of risk capital, 40.4%).

Fall River's low level of investment in education is reflected in a number of studies and statistics. The Mt. Auburn Associates report states:

Expansion Management's Education Quotient, which rated school districts across the nation on a scale of 50 to 150, gave Fall River an overall score of 77, *one of the lowest reported in all of New England and the Northeast.* (Page 3-20) (Emphasis added)¹

This is confirmed by other reports, studies, and statistics:

1. **Fall River has one of the highest dropout rates in Massachusetts.**

The Massachusetts Department of Education's report, Dropout Rates in Massachusetts Public Schools: 1992, projects Fall River's four-year dropout rate of 35% for the Class of 1995 as the *third highest in Massachusetts* below only Lawrence (53%) and North Shore Regional Vocational (45%), and higher than such cities as Boston (33%), New Bedford (32%), Chelsea (30%), Worcester (29%), Lowell (21%), Somerville (27%), and Springfield (25%). (Pages 22-27).

2. **Fall River's SAT scores fall far below the national average.**

The Mt. Auburn Associates draft report, cited above, notes that "[o]f those [students] who are on a college bound track, SAT scores fall far below national averages -- combined SAT scores of 766, compared to a national average of 896." (Page 3-20).

3. **Fall River is far below the state average in both educational attainment and per capita income.**

According to charts included in the Mt. Auburn Associates Draft Report, Fall Riverites lag far behind the state average in education attainment and per capita income.

¹The report describes Expansion Management as "a critical industry publication for companies that are thinking of relocating."

In Fall River less than half the population has completed high school as compared to 80% statewide; less than 10% have a Bachelor's Degree compared to about 25% statewide. (Draft of "Economic Development Plan: City of Fall River" submitted to Mayor John R. Mitchell and Fall River Office of Economic Development by Mt. Auburn Associates, dated January 25, 1994, Exhibit 2-4)

Fall River's per capita income in 1989 was \$10,966 compared to \$13,853 for Bristol County and \$17,224 for the Commonwealth of Massachusetts. Its median household income was \$22,452 compared to \$31,520 for Bristol County and \$36,952 statewide. (Draft of "Economic Development Plan: City of Fall River" submitted to Mayor John R. Mitchell and Fall River Office of Economic Development by Mt. Auburn Associates, dated January 25, 1994, Exhibit 2-8)

4 Fall River has one of the shortest school days in Massachusetts.

A report by the Massachusetts Association of Teachers Division of Research on Average Daily Hours of Instruction in Massachusetts School Districts for the 1984-1985 school year showed that Fall River's public schools had the some of the fewest instructional hours in Massachusetts at the elementary, middle/junior high, and high school levels.

For instance, Fall River provided 5.1 instructional hours at the elementary level. This was less than cities like Cambridge and Lawrence (5.5)., Boston, Worcester, and New Bedford (5.4), Lowell (5.3), and Springfield (5.2). It was much less than Fall River's suburbs: Somerset (6.3), Swansea (6.0), and Dighton (5.8).

It is claimed that this situation arose years ago when Fall River did not have the money to give teacher raises. Instead the School Committee and teachers' union agreed to cut teachers' hours to the minimum required by the Department of Education. While there may have had some logic in the context of collective bargaining, it was irresponsible to do so from the standpoint of what is best for children's education.

How Fall River's short school day came to be and how it endures, or why more money does not always make for better schools.

In spite of a massive infusion of state aid earmarked for education, Fall River's short school day has endured due to a lack of educational leadership by mayors, school committee members, and school administration.

Time on the school day was a subject of collective bargaining in 1987 and 1993.

In 1987, after Fall River accepted the Minimum Salary provision of the 1985 Public School Improvement Act in 1986, it undertook negotiations for a new contract that would provide a "ripple" increase for teachers above new minimum salary. The School Committee proposed a three-year contract with raises of 9%-9%-9% (funded partly by EEOG money) in return for 10 minutes on the school day each of the three years. The teachers' union accepted the raises but successfully resisted the extra time on the school day. Since the majority of the School Committee and the School Administration did not regard the length of the school day as a priority in negotiations, the proposal was dropped when negotiations were concluded.

From 1991 through 1993 the School Committee and teachers' union again negotiated the length of the school day. One School Committee proposal was for an option over the life of the new contract to buy five minutes on the school day for each additional 1% on the salary schedule. The rationale was to provide a mechanism by which the School Administration could buy time at a pre-determined rate depending on additional state aid to education under the Education Reform Law balanced against other needs of the system. The teachers' union countered with an option to buy three minutes for 1%. As negotiations proceeded, the majority of the School Committee voted to drop the proposal for an option to buy time altogether. The contract signed in September, 1993 and which runs through 1996, has no provision for lengthening the school day.

How Fall Riverites View Their Public Schools

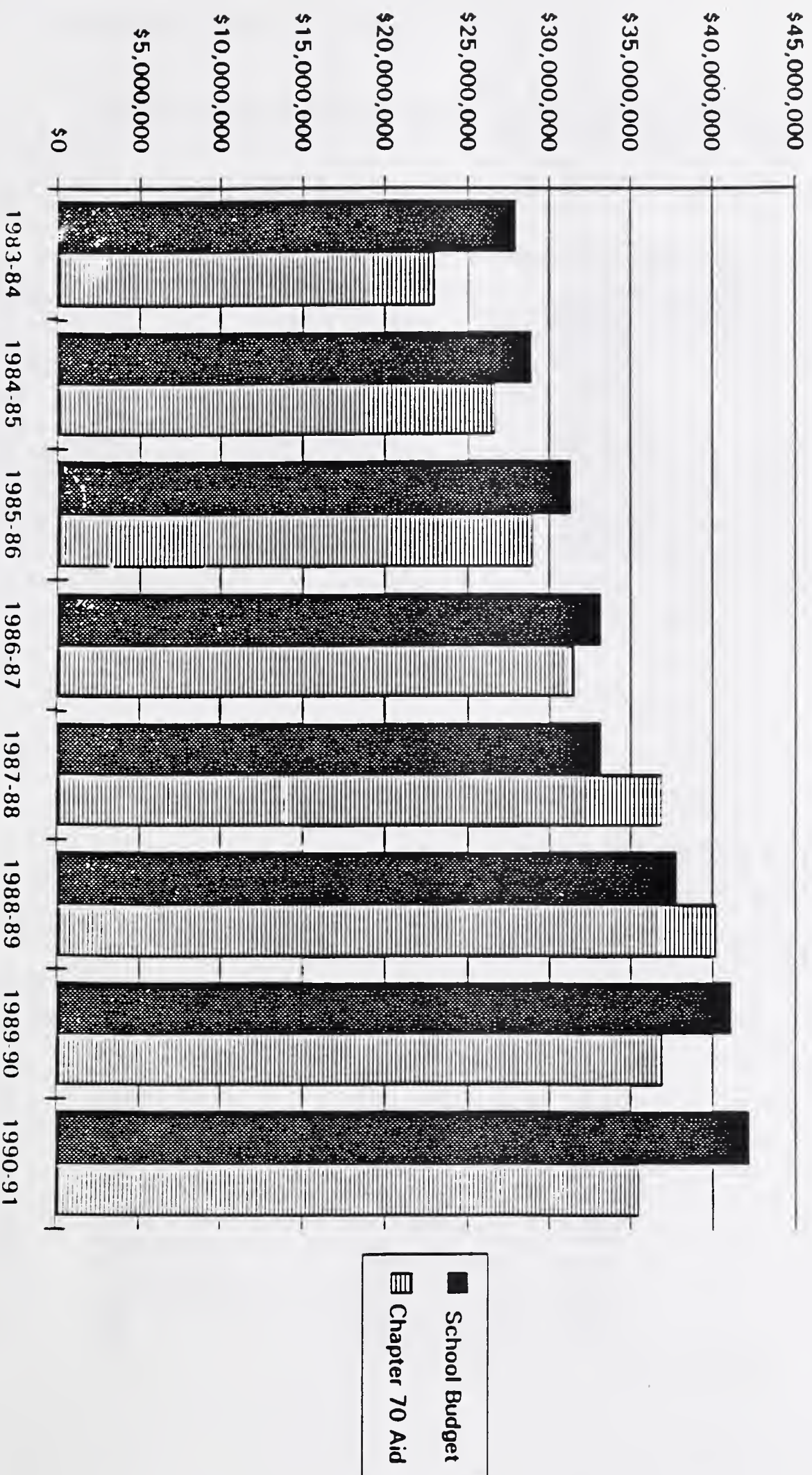
Fall Riverites are aware of the problems with public education in Fall River. Their attitude is summed up in the following excerpt from the draft report by Mt. Auburn Associates:

- *School administrators and committee members need to overcome the public perception that the system is insular and responsive more to politics than genuine educational concerns.* Interviews with business, school, community, and political leaders present an image of the schools as being a very closed system. That is, it promotes from within, it directly or indirectly discourages people outside of Fall River from being hired, and **it lacks the kind of commitment needed to incorporate the new thinking and initiatives contained in education reform proposals.** The challenge is for school leaders to work to overcome this public perception. (Emphasis added). (Draft of "Economic Development Plan: City of Fall River" submitted to Mayor John R. Mitchell and Fall River Office of Economic Development by Mt. Auburn Associates, dated January 25, 1994, page 3-21)

Conclusion

Decades of experience demonstrate that no matter how much education aid is sent to Fall River, the city's politicians will resist using the majority of the money for education improvement. In spite of "earmarking" massive amounts of new state aid for education, the city's political leaders have been adept at shifting costs traditionally borne by the city to the schools, and at having the School Committee transfer education aid back to the city's General Treasury. With the money that is left, the Mayor and School Committee have lacked the vision or political fortitude to use the money to rectify obvious shortcomings in the system -- such as its short school day -- and this has left the public dubious of the School Committee's and School Department's commitment to meaningful education reform. The losers are Fall River's children -- both the 12,700 attending its public schools and the thousands of others who are attending private and parochial school because their parents do not trust the School Department with the education of their children. Ultimately, the entire city is the loser as its low per capita income and high unemployment continue from decade to decade.

Comparison of City Appropriation to School Budget and Chapter 70 Aid to Education



Comparison: Chapter 70 Aid and City Appropriation to Schools

YEAR	City Appropriation		Net expense to City
	School Budget	Chapter 70 Aid	
1983-84	\$27,959,230	\$22,976,465	\$4,982,765
1984-85	\$28,952,033	\$26,678,884	\$2,273,149
1985-86	\$31,311,288	\$28,977,252	\$2,334,036
1986-87	\$33,193,728	\$31,485,188	\$1,708,540
1987-88	\$33,163,709	\$36,894,743	(\$3,731,034)
1988-89	\$37,830,188	\$40,239,838	(\$2,409,650)
1989-90	\$41,084,636	\$36,954,607	\$4,130,029
1990-91	\$42,229,399	\$35,476,423	\$6,752,976

Chapter 70 State Aid to Education

Fiscal Years 1983 - 1992

Source: Annual Cherry Sheet Projections

Fiscal Year	Amount	Increase(Decrease) From Prior Year	Percentag Change
1983	\$20,768,783		
1984	\$22,976,465	\$2,207,682	10.63%
1985	\$26,678,884	\$3,702,419	16.11%
1986	\$28,977,252	\$2,298,368	8.61%
1987	\$31,485,188	\$2,507,936	8.65%
1988	\$36,894,743	\$5,409,555	17.18%
1989	\$40,239,838	\$3,345,095	9.07%
1990	\$36,954,607	(\$3,285,231)	-8.16%
1991	\$35,476,423	(\$1,478,184)	-4.00%
Estimate 1992	\$35,476,423	\$0	0.00%

The Mount Auburn Associates Draft Report

For your review, we are enclosing in the Appendix a copy of a draft report which was requested by the Fall River Office of Economic Development and the Mayor's Office. This report just became public on Sunday, February 13, 1994, when the Fall River Herald News began publishing its findings in a seven-part series.

The Task Force and its Coalition for Excellence in Education has been working on various aspects of school reform for more than one decade. The writing of this proposal has been approximately a six month process, although much of the groundwork has been laid by our previous work on the FOCUS - 21 Grant and our Life-Long Learning Strategic Plan.

We include the Mount Auburn Report as an affirmation of many of the recommendations which we have made to the School Department during the past year. For example, last July, the Coalition specifically recommended that a one-person change-agent, a professional from outside of the School Department, be employed immediately to implement the Strategic Plan. The idea was rejected in place of a seventeen-person committee which is trying to accomplish that task.

4. School Demographics

4. School Demographics

- A. Describe the area where the school will be located. If a facility has already been secured, please state so.*
- B. Why was this location selected? Are there other locations suitable to the needs and focus of the school?*
- C. Describe any unique characteristics of the student population to be served.*
- D. What is the school's anticipated enrollment?*
- E. What grade levels will be served? How many students are expected to be in each grade or grouping?*

Ultimately, we intend that our school be located in an area at or very near to the Fall River Waterfront. Because of the theme of our school's being "The Sea," it follows logically that we want the school to be located near the waterfront. The waterfront also contains several buildings which will play an important role in the collaborative effort of the Atlantis Charter School. The U.S.S. Battleship Massachusetts, our Peace Site and the nexus of our Humanities Program, is located at the waterfront (along with several other naval ships, which contain museums about the Second World War as well as a variety of resources to teach about navigation etc.) The H.M.S. Bounty, which is to be used for our summer Seaboard 21 program is also located in this area. The Marine Museum is likewise located on the waterfront. It is an important resource for local maritime history. Heritage Park, the site we intend to use for our applied and performing arts program, is also located on the waterfront.

We have not as of this date secured a site. We discuss potential buildings under Section 15.

This general location of the city was selected because it provides a number of valuable resources endemic to our curriculum, and because it enables us to use the downtown area as a campus. For example, until we get a permanent building (or perhaps even after), the YMCA which is close by could be used for swimming instruction and other areas of physical education; the library (although we intend to be technologically cutting edge) is close by; the armory is close by.

There are other locations in the city which would be suitable to the needs of the school. For example Dave's Beach area which is owned by the Boyd Center is an area of eight acres and borders a large pond. This could potentially be a site.

The most unique attribute of our student population is that they will mirror the demographics of the FR public school system. We are not trying to create an elite school.

The school will ultimately enroll 125 students 3 and 4 years old; 285 K-2; and 285 3-5. In 1996, we will add approximately 285 6-8; in 1997 we will add 190 in grades 9-10 and in 1998 190 in grades 11-12 for a total of 1340 in the year 1998. The school will open with an enrollment of 695. For the 3 and 4 year olds, there will be 5 teachers and 5 assistants. For the K-2 level there will be 3 teams of 4 teachers each and the same for grades 3-5. We explain other teachers under Section 13. Obviously, because of our pedagogical techniques, there are times when children will work in small clusters, of perhaps three or four with a single teacher. At other times, the groupings will be large. While we understand the issue of class size is often used as a measurement of potential success, we assert that in our plan, it is the configuration of learning activities which dictate size and because our learning activities vary, the size will vary appropriately and accordingly.

5. Recruiting and Marketing Plan

5. Recruiting and Marketing Plan

- A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.*
- B. Specifically, what type of outreach will be made to potential students and their families?*

We will employ the full array of print and electronic media, engage in a focused public relations effort, including speaking at various organizations, and open a Parents and Community Resource Center (patterned after the FR Magnet Schools Parents Centers for their Schools of Choice Program) which will be located at the FR Regional Task Force/Coalition/Atlantis Office. We are moving to a new location in an easily accessible location (directly opposite a large factory outlet shopping mall) with ample parking. The building will be signed appropriately. Our Center will contain a variety of materials dealing with school reform as well as specific material which we will develop pertaining to the Charter School. We intend to make a short video of about 10 minutes in length which will explain and help recruit for the Charter School. It will be available for viewing at the Resource Center and through distribution from the Library and other appropriate locations. We intend to generate news stories and place ads in the local newspaper. We intend to use the local cable television for recruitment. We intend to use a downtown billboard for recruitment. We also intend to use our Coalition mailing list and newsletter as a vehicle. We will also make available recruitment material to be published in the house organs of various corporations. We will develop a specific brochure for distribution. We will also use a speaker's bureau and speak to all parents' groups, including the PTO's, the Magnet Parents Council, and use our Parents Involvement Network to disseminate information. We intend to continue our staff person position (currently under a Learning Together Grant) which acts as an outreach worker to families at the Robeson Family Learning Center. One of its programmatic responsibilities will be recruitment of students for the Charter School. All material will be multi-lingual and reflect the diversity of the community.

Because we are not a "new" group in the community, we have established legitimacy and credibility with the media, with parents, and with other community organizations. We will also attempt some innovative outreach. e.g. asking the local gas or electric company to enclose a one-page recruitment brochure in their bills during a certain month. Our Board of Trustees will form a particular working group to focus on this responsibility. It will be chaired by Kathleen Harrington, R.S.M. who has thirty years experience in outreach, recruitment, etc. for child care programs and has a highly successful track record in this area. (See her complete vitae in Appendix Section).

6. Admissions Policy

6. Admissions Policy

A. Describe the admission methods and standards you will use to select students.

B. Explain how these policies further the mission of the school in a non-discriminatory fashion.

- Admission will be on a voluntary basis with priority given to children who reside in the city of Fall River.
- Sibling preference will be given.
- If demand warrants, a lottery will be conducted with diversity as its guiding principle. The lottery will be conducted in conformance with the Fall River desegregation plan which provides equity of school access to racial and linguistic minority students. The student body will reflect the diversity of the community in every way possible. Guidelines include race (10%); ethnicity (45%); language (25%); gender (50%); SES (45%); physically challenged (levels I and II) (15%)
- The main attributes which we will seek in our students are interest, desire, and commitment from student and his/her family.

The student and her/his family will be asked to enter a compact in order for the child to attend the school. There follows an example of some elements of that Compact (in the sense of the Mayflower Compact) which are meant to be illustrative, but not necessarily inclusive.

The Atlantis Student Compact

I pledge to do everything to the best of my ability at home, in class, and in society, and to strive to meet the philosophies and objectives of the Atlantis Charter:

1. Uphold the Code of Honor and Discipline
2. Conform to the Atlantis Dress Code (uniforms)
3. Assist other students with their studies and social problems in which they may have difficulties or deficiencies
4. Uphold the attendance policy which requires that a parent/caretaker of record call in to explain any absence

5. Limit television viewing to a maximum of 10 hours per week which will be limited to shows listed in the Atlantis Children's TV Guide.
6. Contribute two hours per month in some form of volunteer activity in support of the Atlantis Charter School
7. Work with my parents/caretakers for at least one hour per day on items related to the Atlantis Charter School (homework, etc.)
8. Adhere to the Atlantis philosophy of respect and civility towards all
9. Respect the rights of others in terms of culture, race, and gender
10. Strive to become a model citizen

The Atlantis Parent Compact

We pledge to do everything to the best of our ability at home and in society, and to strive to meet the philosophies and objectives of the Atlantis Charter:

1. Uphold the Code of Honor and Discipline
2. Conform to the Atlantis Dress Code (uniforms)
3. Uphold the attendance policy which requires that a parent/caretaker of record call in to explain any absence
4. Limit television viewing to a maximum of 10 hours per week which will be limited to shows listed in the Atlantis Children's TV Guide
5. Supervise and assist with all homework and related activities on a daily basis (one hour minimum)
6. Participate in at least four Parents'/Caretakers' Workshops annually, one of which must be the Television Viewing Workshop
7. Participate in any programs which are appropriate to enhancing family life
8. Communicate with the school any changes in family life or behavior of the student which may affect her/his learning
9. Attend Parents'/Caretakers' Conferences and make the student's home accessible to teachers/outreach workers for conferences
10. Reach out to other Atlantis children and their families when they need help with their studies

Our school is not intended to be an "elite" school in any sense of the word. Our goal is to embrace all children and give them an educational experience which will

enhance their lives. We believe that every child should have this opportunity as an inalienable right. The strength of the public school system should be to celebrate and derive strength from diversity. Our students will reflect that ethic in structure, composition and behavior. We will adhere to the desegregation plan between the City of Fall River and the State Board of Education which provides equity of access for all students through controlled choice. We will conform and adhere to every civil rights principle embossed in federal, state and local ordinance as well as the spirit of human rights as an ethical and moral imperative.

7. Profile of Founding Coalition

7. Profile of Founding Coalition

- A. Describe the make-up of the group or partnership that is working together to apply for a charter.*
- B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.*
- C. Include any plans for further recruitment of founders or organizers of the school.*

THE FALL RIVER REGIONAL TASK FORCE, INC.

and its subsidiaries

THE COALITION FOR EXCELLENCE IN EDUCATION: FR 2000

and

THE ATLANTIS CHARTER SCHOOL CORPORATION

The Fall River Regional Task Force, Inc. was activated in 1974 and incorporated in 1977. It is a broad-based organization representing leaders from both public and private sectors, including business, labor, governmental, financial, and educational institutions. It is funded entirely privately through cash contributions of members and area firms and organizations. It serves as a resource to bring together private and public sector leaders to identify problems and render solutions. It is action-oriented and has undertaken the reorganization of city government and the upgrading of the public school system's building plant, which included successfully leading two local bond referenda and the oversight of building a new middle school, among other activities.

Historical Context

Beginning with the Carnegie Report "A Nation At Risk", the issue of the state of public education has made its way to the top of the public agenda at the national, state and local levels. Recently, other scholarly studies like "America's Choice: High Skills or Low Wages" as well as best sellers like "Savage Inequalities" have pointed out the relationship between the nation's economic stability, potential for maintaining its standard of living as well as its continued viability as a

representative democracy, and the state of public education. For several years, the FR Regional Task Force as well as the local Chamber of Commerce, through its Education Committee, had been arguing that the status of local economic development could not be separated from the state of local public education. In early 1991, a third group, an informal "kitchen cabinet" to the mayor, known as the Focus Group, also decided that the upgrading of the public education system should be a priority. Because membership in the Focus Group included leaders from both the Task Force and Chamber, an instant collaboration took place.

Both the Chamber and Task Force Boards voted to form a coalition for the purpose of reforming the local public school system; thus the Coalition for Excellence in Education was established.

During the last two decades, the Task Force has undertaken many major projects, many of which have been related to the public school system. For example, in 1983 it undertook a comprehensive study of the system's school building needs. Since 1984 and culminating in 1992 (when the building opened) the Task Force undertook the advocacy and the supervision of the building of a new middle school. That effort involved two successful school bond referenda. During 1991, the Task Force updated the 1983 report; the 1991 report, which anticipates the implementation of concepts like student service centers, is referred to as "The Ganbatte Report." Because the Task Force experienced some resistance from the School Committee's adoption of the "Ganbatte Report," it began to reconsider its role regarding the school system. From those discussions, the idea of holding a summit of education stakeholders was initiated.

In April 1991, the Coalition secured the services of Janet Reingold, educational consultant of Washington, D. C., to assist in planning a city-wide conference of educational stakeholders. The National Business Alliance model was used as an organizing vehicle. In June 1991, three hundred educational stakeholders, representing every facet of community life, were invited to a one-day conference entitled The Fall River 21st Century Leadership Meeting. While the Conference was being planned, President Bush announced his America 2000 Plan which was then folded into the Leadership Meeting's agenda. The Conference, attended by nearly two hundred individuals, first listened to a variety of speakers regarding the state of public education in general and specific to Fall River. The afternoon was spent in small working groups, each considering the following topics: Adult Literacy and Lifelong Learning, Early Childhood Development, Community Involvement, Curriculum Development and Teacher Preparation, Parental Involvement, School Assets and Technology, School Management and Accountability, and Social Services Integration. A reporting out session and the adoption of the America 2000 goals completed the conference. Next, each group was assigned a leader who took responsibility for the working group's agenda which was to flesh out recommendations and a time frame for implementation. In the meantime, the School Committee adopted the America 2000 goals, becoming the first community within the Commonwealth of Massachusetts to do so.

Working Group Leaders met every two weeks to monitor overlap and progress within each group. The Steering Committee also met to set broad administrative goals for the Coalition. Working groups met as needed.

On October 21, the Coalition reconvened for its second 21st Century Leadership Meeting. Congressman Barney Frank was the keynote speaker. Each Working Group Leader provided an update on progress of their group. Also in October, the Coalition Steering Committee met with Massachusetts Secretary of Education Piedad Robertson to inform her of the Coalition's work. In addition, a televideo conference with Governor Weld and U.S. Secretary of Education Lamar Alexander took place. Fall River presented its school reform process, the only community in the Commonwealth invited to do so.

On November 19, 1991, the Coalition held its third 21st Century Leadership Meeting. S. Paul Reville, Executive Director of the Massachusetts Business Alliance for Education and Representative Edward Lambert, Jr. presented the Alliance's legislative school reform package, "Every Child A Winner" and its legislative progress and prospects.

On November 20, 1991, the Coalition Steering Committee established a Design Implementation Team to meld together the various recommendations from the Working Groups into a coherent package. At this time the New Generation of American Schools Corporation issued an RFP for "Break the Mold 21st Century Schools." The writing of that proposal provided an important opportunity to develop the Coalition's vision of the ideal school.

NEW GENERATION OF AMERICAN SCHOOLS PROJECT: FOCUS-21

The Fall River Regional Task Force, representing the Coalition, submitted a proposal to the New Generation of American School Corporation. Based on the work of the Coalition, that proposal, FOCUS-21, centers on A Family Oriented Curriculum, for Us, and for the United States, for the 21st Century. FOCUS-21 shares a vision of a learner-centered community, one in which new institutional relationships -- in fact, new definitions of traditional institutions -- strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders -- every citizen in our community. Our Family Learning Centers would comprehensively serve the educational, developmental, health, nutrition, social and emotional needs of young children and their families, becoming the new extended family for all. The FOCUS curriculum, incorporating the five core subjects of English, math, science, history and geography would be integrated and experiential; students would be workers and active constructors of knowledge, and teachers would be learning facilitators. Assessment

would be competency-based. All Centers would be equipped with appropriate technology.

An innovative Education Institute would build capacity and provide support for the Family Learning Centers. The Education Institute would replace the central administrative structure of the present School Department. The Institute would provide: professional development, curriculum leadership, community involvement, institutional integration, research and development, dissemination and administration.

On the basis of their previous work and the FOCUS-21 proposal, the Working Groups produced individual strategic plans in Spring 1992. The Implementation Design Team met and produced a comprehensive systemwide strategic plan in Summer 1992. The Strategic Plan was accepted by the Fall River School Committee on March 16, 1993.

In addition, the Coalition's work has been the recipient of several grants which are providing seed money to develop a model Family Learning Center. The Coalition has also participated in several national and regional conferences regarding school reform. It publishes a quarterly newsletter to inform the community about its activities.

Until John Correiro resigned as Superintendent of Schools, the Coalition was an active partner in the Robeson Family Learning Center.

The Coalition was responsible for establishing an advocacy/monitoring program so that at-risk students will be assigned a mentor, both for general advocacy and specific career-orientation purposes.

Yet another area of responsibility concerned the establishment of comprehensive management information systems, the need for an office of institutional data as it pertained to the development of a Community Report Card. The "Ganbatte Report" calls for an Early Childhood Development Center in each of the City's four public school sectors. This concept would link the recommendation of providing a HeadStart Program for all three-year olds as well as the integration of social services within the schools. And, all this was planned with a sensitivity to the growing diversity of the Fall River population, which includes increasing numbers of African-Americans, Hispanics, and Cambodians, along with an ever-increasing number of its majority/minority Portuguese immigrant population.

During this time, leadership of the Task Force decided that the Coalition which had been established to focus on school reform should be set up as a subsidiary corporation of the Task Force. This corporate arrangement would both allow the legitimacy and the history of the Task Force to provide substantive and symbolic support to the Coalition, but it would also separate the school restructuring process from other programs of the Task Force. It is this evolutionary and developmental

process that provided the initial conceptual framework for our vision of our Charter School. The New Generation Proposal focuses on the traditional elementary level. Our Charter School proposal extends the concept and contains an implementation design for our Family Learning Center concept as it would manifest itself over the entire span of the growing up experience. In November of 1993, the Fall River regional Task Force formed a second subsidiary corporation, Atlantis Charter School Corporation, specifically to apply for and establish a "new" charter school under the Education Reform Act of 1993. Leaders of both the Task Force and the Coalition provide the Charter School leadership. A complete history of the Task Force and its subsidiaries, the Coalition for Excellence in Education: FR 2000, and the Atlantis Charter School Corporation is contained in the Appendix.

8. Timetable

8. Timetable

- A. Discuss a timetable of events leading to the opening of a charter school.
- B. If preparing for a 1994 charter, demonstrate the feasibility of opening school door this fall, in the event of a legislative change in the starting date.

The schedule of events leading up to the opening of the Atlantis Charter School falls into two distinct categories: (1) establishing the operations side like the Education Institute and all other facets of education resources, including the curriculum and its support; and (2) preparing the physical facilities for the Atlantis Family Learning Center Charter School.

OPERATIONS

CAPITAL EXPENDITURES

by September 1, 1994

-
- | | |
|---|---|
| <ul style="list-style-type: none">• Part III of the Proposal<ul style="list-style-type: none">- finalized• Atlantis Resource Center<ul style="list-style-type: none">- move with business- office | <ul style="list-style-type: none">• Financial Development Plan<ul style="list-style-type: none">- Grants• Negotiations with<ul style="list-style-type: none">- Battleship- Marine Museum- Heritage Park- Bristol Community College- UMass-Dartmouth- Synagogue site- YMCA- Others |
| <ul style="list-style-type: none">• Develop PR Strategy and Plan | <ul style="list-style-type: none">• Portable Classroom Strategy |

by January 1, 1995

- HHS Integration Group for Student Center
- Negotiations with DSS and other groups
- Establish Parent Support Group
 - Begin Parent Curriculum Design
- Decisions regarding facilities
- Establish Mentoring Network Group
 - Begin Mentoring Curriculum Design

by January 31, 1995

- Hire: Principal
Business Manager
Technology Director
- Negotiations with UMD Center for Policy Analysis
- Student Selection Process Designed
- Institutional Data Base Design
- Uniforms Designed
- Establish all support systems for learners and teachers

by May 15, 1995

- Students notified regarding selection
- Uniforms manufactured

by July 1, 1995

- All teachers hired
- Facilities completed

by September 1, 1995

- Curriculum Design and Planning Training
- Peace Institute dedicated

by September 10, 1995

- Atlantis Opens

Note: Detailed timetable will be submitted by September 1, 1994. (Technical Assistance needed regarding operation area. Coalition has building timetable process through our oversight role regarding the new Henry Lord Middle School).

PART II

9. Evidence of Support

Part II

9. Evidence of Support

- A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.*
- B. In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.*

During its tenure as the lead community organization working for public school reform, the Fall River Regional Task Force, Inc. has had substantial support from the community at large. This has been evidenced in several ways.

The Task Force has relied solely on private contributions to maintain it. Even during depressed economic times, the community has financially supported the Task Force, and then the Coalition. But this financial support (\$500,000 over the last 12 years) is just one category of support.

During the two school bond referenda, hundreds of individuals participated in the campaign effort. These referenda extended over a ten-month period and was a grueling process.

Perhaps there is no greater testimony to the support of school reform that the process which produced the Strategic Plan. For the education summit held in June 1991, three hundred education stakeholders were invited. Nearly two hundred individuals attended. For an eighteen-month period, these same individuals joined by some others, worked tirelessly in various working groups to produce the plan. A list of those individuals follows. That membership reflected a broad cross section of the community including students, parents, teachers, school administrators, the business community, government officials, and the volunteer sector. It should be noted that the teachers' participation was not as consistent as that of other groups. During their "work-to-rule" effort which lasted the greater part of one year, few teachers contributed to the development of the strategic plan, although the Coalition made an update report to the FREA during this time. The FREA's Board of Director's position was that one update was sufficient and further attempts to update that group were not welcomed by that Board.

Given the scope of attempting to implement the Strategic Plan within a context wherein the School Committee was being resistant and was focusing on trying to force the then Superintendent Correiro to resign, and the Fall River's Education Association was threatening to strike because of working without a contract for

three years, the time since the School Committee adopted the Strategic Plan has seen little progress toward its implementation. And now, the School Administration, School Committee and the FREA have publicly renounced the Task Force and Coalition because of its work in seeking a charter school.

Before the Task Force/Coalition began its work on the Charter proposal, our President met with at least two dozen community leaders from the public and private sectors. These individuals were extremely supportive and enthusiastic about our concept. Now that the School Committee has taken its position, these individuals are off-the-record supportive, but refuse to take a public position until the charter is secured. Because our charter school from a philosophical perspective rests on the same vision which we included in our FOCUS-21 proposal, we submit those as an indication of support for the Family Learning Center concept. In order not to cause further anguish within the community at the present time, we have chosen not to solicit individual letters of support for the Charter School. The fact of the matter is that, given the parochialism and concomitant isolationism of Fall River, the elite community is so tied in to the political elites, that even individuals within the private sector do not feel free to exercise intellectual independence about a range of ideas for fear of political retaliation. The School Administration's position is that the School Department does not have sufficient funds (even with Educational Reform money (recall the explanation under Need in which the transfer of education money in support of city services has been cited) to fund the schools and the Charter School effort is "taking money away from the School Department." It is this context in which the elites are operating and frankly, given the task of the Charter School proposal, we have not had the time to respond to these charges adequately.

After our provisional charter is secured, we intend to hold a series of public forums, both in person and on the radio and local cable television to explain the concept to the community. After completion of that public education process, we will submit further evidence of support by January 1, 1995.

There is, of course, a difference between elite support for a charter school (which is addressed above) and grassroots support. Given the undereducation of the population as a whole, the above-mentioned forums will do much to garner mass support for our effort. In spite of the demographic attributes of the community, there is much grassroots support for "fixing" education. Some months ago and for different reasons, a poll was taken which solicited information regarding a variety of economic development issues. That survey, while it cannot be attributed here, indicated extremely strong support among the general population for education issues (ranges of 80%) and above.

Because the concept of the Family Learning Center rests on the idea that it takes the entire village to educate the child, (African proverb), we will attempt to formalize the Charter School's relationship with the greater community in a variety of ways. The curriculum, particularly the Social Science thrust, will emphasize community

service and that aspect is explained under the Educational Program, Part II, Section 10, A, B. C.

We also intend that a comprehensive mentoring program be a part of community involvement. The Coalition has already established the HOSTS Mentoring Program. HOSTS is an acronym for Help One Student to Succeed. We believe that every child should have one adult to whom they can turn to on any given day for support and guidance. While we will work diligently to assure that parents/caretakers will play a vital supportive role in our students' lives, we also recognize that an adult other than the caretaker is often essential to the child's well being. To implement this concept, we will continue our work with the Big Brothers and Big Sisters Program which is necessary for certain children. Big Brothers/Big Sisters has sat on our advisory council for HOSTS. The HOSTS program will emphasize classroom mentors who will work with children or a group of children on projects which are curriculum bound. We envision our school as a place where the community is not only welcome, but views the charter school as the hub of community life. Other aspects of HOSTS will include shadowing programs and adopt a classroom programs.

In order to formally structure the institutional relationship, we will introduce a Compact between the charter school and the business community which we view as the first resource to supply mentors. We will ask the business sector to supply mentors, adopt-a-classroom and provide shadowing programs. In return, the charter school will "guarantee" its graduates who earn a mastery certificate and/or advanced mastery certificate. If, within one year of graduation, the employer is not satisfied with the academic performance of the student, the charter school will perform redemption. Because we intend to create an endowment for the charter school and a scholarship program based on the Citizens Scholarship Program, especially the Fall River Proud Challenge, both of which originated in Fall River under the guidance of Dr. Irving Fradkin, we will also ask the business community to support the charter school financially.

While our charter school is a public school, the issue of private funds to augment our program is within our overall plan. For many years, Fall River has allocated no local tax dollars in support of its public schools. It has also refused to raise local taxes up to the Proposition 2 1/2 cap. For a more detailed discussion of our financial plans, see Part III, Section 18 to be filed February 15, 1995.

It is estimated that since the year that Proposition 2 1/2 passed, Fall River has lost in excess of \$300 million dollars in local tax revenues because of its failure to meet the 2 1/2 levy. Also it chooses to allocate all its state aid to the "school" side of expenses, showing a - 0 - local tax dollars for education. While it can be argued that this is a matter of bookkeeping, most communities would be loathe to indicate on official documents that - 0 - local tax dollars were appropriated in support of the local public schools (see document which follows).

**List of Individuals
Participating in the Development
of the
Strategic Plan**

List of Individuals Participating in the Development of the Strategic Plan

Administrative Steering Committee

Co-Chairs

Julien F. Paul,
President, Fall River Regional Task Force
President, Computer Security Systems

Frederick C. Dreyer, Jr.,
Chair, Greater Fall River Chamber of Commerce & Industry
President and CEO, Charlton Health Systems

Members

John R. Correiro,
Superintendent of Schools

Kathleen A. Harrington,
Executive Director, John Boyd Center for Child Care and Development

James C. Caulkins,
Director, Bristol County Training Consortium

Thomas P. Murray,
Thos P. Murray, CPA
Chair, Fall River Chamber of Commerce, Education Committee

Design Implementation Committee

Frederick C. Dreyer, Jr.,
Chair, Greater Fall River Chamber of Commerce & Industry
President and CEO, Charlton Health Systems

James C. Caulkins,
Director, Bristol County Training Consortium

John R. Correiro,
Superintendent of Schools

Peter Cross,
President, Fall River Educators Association President

Arthur DeAscentis,
Partner, Law Firm of Bogle & DeAscentis

Patrick J. Foley,
Fall River School Committee Member

Kathleen A. Harrington,
Executive Director, John Boyd Center for Child Care and Development

Thomas P. Murray,
Thos P. Murray, CPA
Chair, Fall River Chamber of Commerce, Education Committee

Julien F. Paul,
President, Fall River Regional Task Force
President, Computer Security Systems

Staff to CEE:

Rita Marinho Moniz,
Executive Director, Fall River Regional Task Force, Inc.

James A. Wallace,
Director, Magnet "Schools of Choice" Program

Task Force Subcommittees

Parental Involvement

Chair, *Betty Calise*
Principal, Somerset No. Elementary School

Patricia Auerback
Public Information Representative
Eastern Edison

Dennis Poole
School Committee Member

Ed Boyer
Attorney

Tamra Raymond
Parent, Co-Chairperson
Magnet Citywide Parent Council

Joseph A. Bullock
Teacher, Morton Middle School

Sam Rimh
President, Cambodian Community Org.

John Connell
Superintendent
Diman Regional Vocational Tech. H. S.

Sandra Saucier
Parent, Kuss Middle School

Fred Houle
Parent/Community Liaison
Magnet Education

Rebecca St. Pierre
Parent, Tansey Elementary School

Deborah Jezak
Parent, Highland Elementary School

Dee Therrien
President, S. O. S.

Bill Kaylor
Teacher, Physical Education

Linda Viana
Teacher, Healy Elementary School

Colette O'Holloran
Parent, Co-Chairperson
Magnet Citywide Council

Angel Occhuiti
Parent, Letourneau Elementary School

Robert Pearson
Past Co-Chair
Magnet Citywide Parents Alliance

Deborah Pierce
Parent, Osborn Elementary School

James M. Waring
Teacher, Kuss Middle School

Russ Wilcox
Vice-President
Fall River Five Cents Savings Bank

Catherine Zak
Parent, Belisle Elementary School

Social Services

Chair, *Arthur DeAscentis*
Partner, Law Firm of Bogle & DeAscentis

Susan Booth
Executive Director, TOPPS

Edward Costar
Administrator, Fall River Public Schools

Dan DeCarlo
City Planner, City of Fall River

Margot Desjardins
Superintendent, Westport Public Schools

Gerry Fallon
Teacher, Kuss Middle Schools

Tom Gecewicz
Director of Public Health, City of Fall River

Tom Gibney
School Committee Member

Maria Guerra
Executive Director, Youth Opportunities Ltd.

Jason Lebeau
Student, Bristol Community College

Skip Mailloux
Teacher, Talbot Middle School

Tom McGill
Director, Fisher Junior College

Tammy Mello
Student, Bristol Community College

Mark Montigny
President, Fall River Chamber of Commerce

Susan Mullen
Teacher, Diman Regional Voc. Tech. H. S.

Anne Pacheco
Bookkeeper, Boyd Early Childhood Center

George Pontes
Parent, Henry Lord Middle School

Pedro Teixeira
Student, Diman Regional Voc. Tech. H. S.

Donna Viveiros
Teacher, Letourneau Elementary School

Ralph Ward
Personnel Director, Polaroid Corporation

Adult Literacy & Lifelong Learning

Chair, *Janice C. Motta*

Dean of Continuing Studies, Bristol Community College

Lucille Antaya

Interfaith Council Representative

John Carlson

Parent, Slade Elementary School

Jane Constant

Librarian, Durfee High School

Merle Coughlin

Director, Adult Learning Center, B. C. C.

Joan Darcy

Teacher, Highland Elementary School

Joseph Deck

Interim Chancellor, UMass-Dartmouth

Joanne Dumont

YMCA Program Director

Colleen Franco

Parent, Small Elementary School

David Greer

Past Dean, Brown Medical School

Robert Mercer

Special Education Coordinator

Susan Moe

Teacher, Kuss Middle School

Ricky Sahady

Director of Teachers' Center

Robert J. Shaker

Treasurer and CEO, Sullivan-Foster, Inc.

Janet Sinkevich

Teacher, Dubuque Elementary School

Stewart Washburn

Consultant

School Assets and Technology

Chair, *John Hubbard*

Past President and CEO, Bank of Fall River

Guy Archambault

Exec. Dir., U.S.S. Battleship Massachusetts

John Camara

Student, Diman Regional Voc. Tech. H. S

Steven Camara

Fall River City Councilor

James Carey

President and CEO, Slade's Ferry Trust Co.

David Dunn

Principal Green Elementary School

Paul Gelzinas

General Manager, WSAR Radio

Joanne McGuinness

Principal, Spencer Borden Elem. School

Carol A. Medeiros

Parent, Doran Elementary School

Richard Mercer

Parent, Davol Elementary School.

Daniel Raposa

Dir., Buildings & Grounds, F. R. Public Schools

John Souza

Dir., Business and Admin., F. R. Public Schools

Herbert Tracy

Teacher Osborn Elementary School

Dale Whitty

Asst. Dir., Human Res., Charlton Mem. Hosp.

Mary C. Wilbur

Teacher, Fowler Elementary School

Community Involvement

Chair, *Richard Stuckey*
Vice President, Gold Medal Bakery

Helen Babin
Interfaith Council Representative

Joyce Chicca
Teacher, Durfee High School

Lisa Delaney
Editor, Fall River Herald News

Brad Durfee
Vice Pres., Gr. F.R. Chamber of Com. & Ind.

Eileen Farley
President, Bristol Community College

Irving Fradkin
President, Citizens Scholarship Fund

Cheryl Furze
Teacher, Davol Elementary School

Glenda Goldberg
Work Experience Teacher, Durfee H. S.

Ray Hague
President, Citizens Task Force

Donald Howard
Dean of Students, UMA - Dartmouth

Edward Lambert
State Representative

Robert Lavoie
President, Eastern Edison

Beverly Letendre
Teacher, Lincoln Elementary School

Richard Pavão
Dir. of Bilingual Ed., F. R. Public Schools

Louis Pettine
Parent, Durfee High School

Frances H. Smith
Director of Big Brothers/Big Sisters

Gail Squillace
Teacher, Durfee High School

Jane Staples
Dir., Cooperative Education, B.C.C.

Early Childhood Development

Chair, *Mark Sullivan*
Executive Director, Citizens for Citizens

Mary Almeida
Fall River Public Schools

Sandra Augustinho
Teacher, Lincoln Elementary School

Victori Bruce
Parent, Highland Elementary School

Clifford R. Carlson
Former President, Bank of New England, SE

Jean Costa
Parent, Coughlin Elementary School

Cecilia B. Kelly
Super., Public Health Nurses, Fall River

Marie LaFrance
Adm., Early Childhood Prog., F. R. P. S.

Clyde Mitchell
Director, UMD Small Business Dev. Center

Eleanor Phillips,
Teacher, Henry Lord Middle School

Michaelinda Plante
Superintendent, Elem. Schools, F. R. Diocese

Mary Creed
Principal, Westall Elementary School

Peter Cross, President
Fall River Educators Association

Cynthia Farhnam
Executive Director, Office for Children

Kathleen Harrington
Exec. Dir., John Boyd Early Child. & Dev. Ctr.

Madeline Pontes
Parent, Henry Lord Middle School

Rita Quinn
Teacher, Carroll Elementary School

Marylin Roderick
Fall River City Council President

Management and Accountability

Chair, *Cynthia Gordan*
Vice President and General Counsel, Quaker Fabrics Corp.

Dolores Beals
Parent, Greene Elementary School

Nancy Boardman
Teacher, Fowler Elementary School

Daniel Cabral
Superintendent, Somerset Public Schools

John R. Correiro
Superintendent, Fall River Public Schools

Diane Desmond
Former President, FREA

Frederick Dreyer
Jr., CEO/Pres., Charlton Health Systems

Jack W. Fyock
Vice President, J & J Corrugated Box Corp.

James Gibney
Assist. Super., Fall River Public Schools

Manuel Gonçalves
Student Assignment Officer, FRPS

Joseph D. Gorman
Aetna Life and Casualty

Everett Graviel
Executive Director, Boy Scouts

Richard LaFrance
President, White's of Westport

Harvey Lescault
Principal, Belisle Elementary School

Donald Mier
Chair, Interfaith Council

George Ponte
Student, UMass -Dartmouth

Wayne Rego
Former Fall River School Committee Member

Navjeet Singh
Mgr. of Info. Serv., SEMA Partnership, UMD

James Wilcox
Former President, FREAschools

Teacher Development/Teacher Preparation

Chair, *Armand Desmarais*
Chair of Education Dept., UMA - Dartmouth

Odete Amarelo
Teacher, Lincoln Elementary School

James Calkins
Dir., Bristol County Training Consortium

Bruce Clark
Principal, Talbot Middle School

Marjorie Condon
Dir. of Instruction, Fall River Public Schools

John Decotret
Director, Kenyon-Campbell School

Patrick J. Foley
Fall River School Committee Member

Jerry Hajder
Asst. Treasurer, Lafayette Fed. Savings Bank

William Harris
Exec.Vice Pres., Citizens-Union Savings Bank

Thomas Hopkins
Teacher, Diman Regional Voc. Tech. H. S.

William Keating
Coordinator, Sp. Needs, FRPS

Courtney Lopes
Student, Durfee High School

Mary Lou Mancini
Area Director, Catholic Social Services

Kelly Jo Martinho
Student, Durfee High School

Erin Minior
Director, Council on Aging, City of Fall River

Thomas P. Murray
Certified Public Accountant

Rosemary Normandin
Parent, Highland Elementary School

Elizabeth Peck
Teacher, Westall Elementary School

Rhonda Perchuck
Teacher, Coughlin Elementary School

Michael Plasski
City Councilor

John Pontes
Principal, Davol Elementary School

Barbara Shore
Interfaith Council

Angie Snell
Interfaith Council

Karen Souza
Teacher, Henry Lord Middle School

Thomas Sweeney
Teacher, Kuss Middle School

Edward Szynal
Teacher, Diman Regional Voc. Tech. H. S.

Victor Tavares
Ser - Jobs for Progress, Inc.

Marina Ventura
Vice Principal, Durfee High School

**Letters of Support
for the
Family Learning Center concept
as submitted re FOCUS-21**

**New Generation of American Schools
Corporation**

February 7, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard
Arlington, Virginia 22209

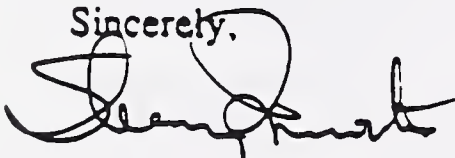
Dear Mr. Kean:

The purpose of this letter is to support the proposal of the Fall River Massachusetts Regional Task Force's Coalition for Excellence in Education. Innovation Associates is committed to supporting this project which focuses on creating Family Learning Centers.

Innovation Associates is an international management consulting firm focusing on building organizations which have the capacity for collaborative learning in both the private and public sectors. We specialize in working with organizations to develop the disciplines such as thinking systemically and surfacing and testing hidden assumptions that make successful innovation possible.

Peter Senge, a founder of Innovation Associates, Director of MIT's Center for Organizational Learning, and author of *The Fifth Discipline: The Art & Practice of The Learning Organization*, is an active supporter of redesigning education to maximize learning in the classroom and in the educational system at large. He joins me in our support of this proposal and our commitment to consulting to the project in its design phase.

Sincerely,



Sherry Immediato
Director of Educational Consulting Services

SI:sl



City of Fall River, Massachusetts

EXECUTIVE DEPARTMENT

JOHN R MITCHELL
MAYOR

February 12, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard, Suite 2710
Arlington, VA 22209

Dear Chairman Kean:

As Mayor of the City of Fall River and Chairperson of the Fall River School Committee, I am delighted to write in support of the Coalition for Excellence in Education's Fall River 2000's FOCUS 21 Proposal in response to your RFP to design, create and replicate a new generation of American schools.

In my recent inaugural address, I declared 1992 the Year of Education for our City. It is going to take Herculean effort such as that proposed by NASDC to bring about the kind of change necessary to safeguard the economic and political future of our children.

I stand ready in partnership with the Fall River Regional Task Force and its Coalition for Excellence in Education to bring to bear any and all resources which I command to ensure Focus 21's success.

While many communities may be richer in resources, no community is richer than Fall River regarding the caliber and commitment of its people. With the support of such a community, the concept of the Family Learning Centers cannot fail.

As Mayor of the first community in Massachusetts to declare itself an American 2000 community, I look forward to our taking the next step to break the mold in America's concept of public education.

Very truly yours,

A handwritten signature in dark ink, appearing to read "John R. Mitchell", written over a horizontal line.

John R. Mitchell
Mayor

JRM/lf



BROWN UNIVERSITY Providence, Rhode Island 02912

Division of Biology and Medicine

David S. Greer, M.D.
Dean of Medicine

February 13, 1992

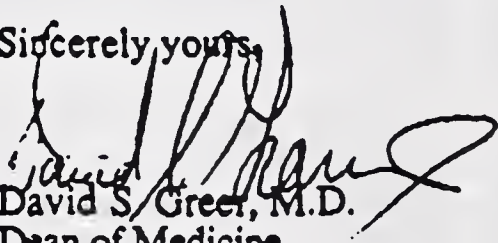
Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

I have resided in Fall River for 35 years and have been deeply involved in educational matters in that city and throughout the State of Massachusetts. I have been pleased to serve actively as a member of the committee developing Fall River's response to the American 2000 initiative. I have also traveled country-wide as an educator.

In my opinion, there is no community in the United States with a greater need for this kind of initiative nor is there one that I have experienced which has devoted itself more effectively to the effort. I am therefore pleased to support Fall River's application with great enthusiasm and to personally commit myself to the program.

Sincerely yours,



David S. Greer, M.D.
Dean of Medicine

DSG:ada

Thomas
Philip
Murray, P.C.

Certified Public Accountant
February 7, 1992

Member
American Institute of CPAs
Massachusetts Society of CPAs

Mr. Thomas H. Kean, Chairman of the Board
New American Schools Corporation
100 Wilson Blvd., Suite 2710
Arlington, VA 22209

RE: Request for Proposal for Designs for
A New Generation of American Schools

Dear Mr. Kean:

For more than a year, I have been active in developing an initiative to reform the Fall River Public School System. As Chairman of the Board of the Chamber of Commerce and Industry I represented business interests in forming the COALITION FOR EXCELLENCE IN EDUCATION, a broad based group of parents, educators, students, business people, politicians, clergy, media, youth serving groups and civic organizations. -

This Coalition unanimously endorsed the goals of America 2000, the first America 2000 community in Massachusetts, and has eleven sub-committees studying and preparing reforms to make the Fall River Public Schools the best in the world. Not only will we win the Brain Race, Fall River will lead the winners.

Part of our plan includes this proposal which "breaks the mold" resulting in a truly unique concept of FAMILY LEARNING CENTERS. Recognizing the societal changes, including both parents working, scattering of the extended family, single parenthood, increasing immigration, socialized health care, etc. The Family Learning Center becomes the neighborhood center for formal education, child care, early learning, lifelong learning, parenting, athletic recreation and general public health services. This proposal for the Family Learning Center takes the best ideas generated in our work groups and assembles them in the school of 2050 AD.

As a business leader, parent, PTO member and advocate of the goals of America 2000, I enthusiastically endorse this RFP and the Coalition for Excellence in Education and the Fall River Regional Task Force as the organization to accomplish this ambitious project.

Very truly yours,


Thomas P. Murray, CPA

TPM/rm

186 South Main Street Post Office Box 3700 Fall River Massachusetts 02722 (508) 679-3188



The Commonwealth of Massachusetts

Department of Education

1385 Hancock Street, Quincy, Massachusetts 02189-5183

February 12, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

Dear Mr Kean:

The purpose of this letter is to acknowledge our support for the proposal submitted by the Fall River school system in response to your request for proposals, "Designs for a New Generation of American Schools".

The Department of Education and the Bureau of Early Childhood are supportive of long-term commitments to program change. The Education Reform Act of 1985, Chapter 188, has called for increased support for Early Childhood programs and both community based decision making and program design. In addition, the federal early childhood allocation program under P.L. 99-457 for Massachusetts is unique in that all funding must go to integrated programs. These programs have fostered a climate in the state where cooperative efforts at the community level thrive.

Fall River has been among the communities to take advantage of these programs and initiate new and innovative programs for young children. The Early Childhood Advisory Council in Fall River has brought together the variety of early childhood constituencies to design and implement developmentally appropriate integrated classrooms and provide training and resources for staff and parents. A new initiative this year includes providing resource centers for parents in low income housing projects.

The ability of the different constituencies to work together combined with the expertise and willingness to stretch the boundaries on the cutting edge of best practice in education suggest that Fall River would be an excellent site for "a new generation of American Schools".

I urge you to consider Fall River as a site for this exciting concept. The Department of Education and the Bureau of Early Childhood would offer our support to the community of Fall River in this undertaking. Please contact me at (617) 770-7343 for additional information or input.

Sincerely,

David S. Thomas
Early Childhood Specialist

February 13, 1992

New American Schools Development Corporation

Dear Sir/Madam:

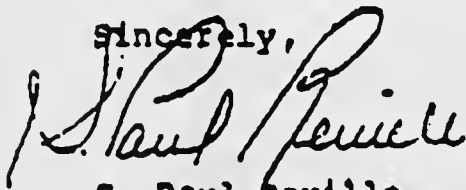
The Massachusetts Business Alliance for Education (MBAE) applauds Fall River's Coalition for Excellence in Education for its innovative proposal to develop several Family Learning Centers. This concept is timely and comprehensive, presenting a new model for meeting the needs of urban youth and their families.

As MBAE pointed out at great length in its report entitled "Every Child A Winner!", we, as a society, much take a holistic view of educating children, if we are to avoid condemning an entire generation of urban youth to permanent poverty. Fall River's approach to linking services at the school site strikes us as sensible and efficient.

We are also pleased to see that the proposal contains a strong commitment to evaluation through the Education Institute. The Institute should be able to organize and assess this effort in a way that will make this experience of value to others in cities all across the country.

Though MBAE is not staffed in a way that will allow us to serve in a consulting or advisory capacity on this project, we wholeheartedly commend the initiative.

Sincerely,



S. Paul Reville
Project Manager

SPR/scb

Corporate Offices:
900 Technology Park Drive
Billerica, MA 01821
(508) 667-6800

Admin. and Operations Offices:
405 Grove Street
Worcester, MA 01603
(508) 754-9425



MARC J. SANTOS, ESQUIRE
CLERK OF THE BOARD

The Commonwealth of Massachusetts
OFFICE OF THE
COUNTY COMMISSIONERS OF BRISTOL COUNTY
P. O. BOX 208
TAUNTON, MASSACHUSETTS 02780
TELEPHONE 824-9681

COMMISSIONERS

CHAIRMAN
SYLVESTER SYLVIA
NEW BEDFORD

MARIA F. LOPEZ
TAUNTON

ARTHUR R. MACHADO
FALL RIVER

February 10, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
100 Wilson Boulevard, Suite 2710
Arlington, Virginia 22209

Dear Chairman Kean:

As Chairman of the Board of Commissioners of Bristol County, which embraces the City of Fall River, I take great pleasure in supporting the innovative proposal of the Mayor of Fall River, in conjunction with the Fall River Regional Task Force, in response to your RFP to design, create and replicate a new generation of American schools.

I would like to point out that approval of the Fall River proposal would not only provide a tremendous impetus to educational development in Fall River, but the effects of that development would have county-wide ramifications.

The Bristol County Commissioners hope that this general endorsement will be useful, but if we can be helpful in any more specific ways, please advise.

Very truly yours,



SYLVESTER SYLVIA

cc: Mayor John Mitchell
Fall River Regional Task Force
Southeastern Massachusetts Partnership



Fall River Area Chamber of Commerce & Industry *Since 1911*

February 7, 1992

Mr. Thomas H. Kean, Chairman of the Board
New America Schools Corporation
100 Wilson Blvd. Suite 2710
Arlington, VA 22209

RE: Request for Proposal for Designs for
A New Generation of American Schools

Dear Mr. Kean:

This organization recognizes that our membership needs an educated population to excel in the global economy. We endorse the America 2000 goals and the efforts of Coalition for Excellence in Education.

This RFP is, without question, a doable plan which represents a gathering of the best of the best. It solves many societal problems that are the root causes of Americas' decline in educational competitiveness. The management and educating processes are avant garde, yet have demonstrated successes where tried.

On behalf of the Board of Directors of the Chamber of Commerce and Industry, I wholeheartedly endorse this Proposal to the New American Schools Corporation and recommend, without reservation, the Fall River Regional Task Force to lead the project.

With warmest wishes,

Monte C. Ferris,
Chairman of the Board

MCF/rm



February 12, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development
Corporation
1000 Wilson Boulevard, Suite 270
Arlington, VA 22209

Dear Chairman Kean:

Please accept this letter of recommendation in support of Fall River's Coalition for Excellence in Education. This city has mobilized once again a broad coalition of public and private leadership to address and develop an action agenda for excellence in education. To that end, the coalition has submitted a proposal to the New American Schools Development Corporation for the design of new American schools to provide our students with the best possible learning environment.

Fall River 2000's Focus 21 is the outgrowth of a multi-year commitment by the public and private sector in Fall River to educational excellence. This community is truly committed to the concept that excellence in education is a prerequisite to a decent quality of life for every citizen.

As president of the Fall River Office of Economic Development, I, too, recognize the critical importance of education within the development process. Our board of directors has participated as an active member of the coalition for many years now. Our corporation embraces the concept of excellence in education and wholeheartedly endorses the proposal submitted to your corporation.

One Government Center, Fall River, Massachusetts 02722
(508) 675-1497
(508) 324-2620
FAX (508) 677-2840

Mr. Thomas H. Kean
February 12, 1992
Page 2

The Mayor of our city, John R. Mitchell, has decreed 1992 the Year of Education. Within the next few weeks, we will be opening a newly constructed middle school which stands as a symbol of our commitment to improving the education environment in Fall River. I am convinced that excellence in education is a key ingredient in Fall River's future economic well being. I am proud to be associated with a community effort to declare itself an "American 2000" community. Fall River has always prided itself as being a community that get things done. This community never fails for lack of effort and always welcomes the opportunity to break new ground. With your help and assistance, Fall River can break new ground and reinforce the idea of excellence in education.

Sincerely,



Loretta George
President

LG:jrt



BROWN UNIVERSITY Providence, Rhode Island 02912

CENTER FOR PORTUGUESE AND BRAZILIAN STUDIES

Bachelor of Arts in Portuguese and Brazilian Studies

Master of Arts in Portuguese and Bilingual Studies

Master of Arts in Brazilian Studies

Doctor of Philosophy in Luso-Brazilian Studies

February 5, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Blvd.
Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

As an anthropologist working in the area of education and equity for diverse language and cultural populations, I would like to express my interest in and support of the proposal being submitted by the Fall River Regional Task Force's Coalition for Excellence in Education. Ethnographic research has continued to document the effectiveness of educational programs that have a broad base of social service and educational agencies involved in the creation and implementation of these programs.

This is most particularly true among multicultural populations such as those in the Fall River public schools. By providing a comprehensive and holistic approach to the needs of children and their families, the Coalition is on the cutting edge of educational reform and program improvement.

I would be pleased to participate in the on-going design, review and evaluation of this innovative project. I have enclosed my Curriculum Vitae and hope that I can make a long-term contribution to these visionary efforts.

Sincerely,

Adeline Becker
Associate Professor

AB:gqd

Enclosure

TEACHERS COLLEGE COLUMBIA UNIVERSITY

NEW YORK, NEW YORK 10027

February 7, 1992

Dr. Thomas H. Kean, Chmr.
New American Schools Development Corp.
1000 Wilson Blvd., Suite 2710
Arlington, VA 22209

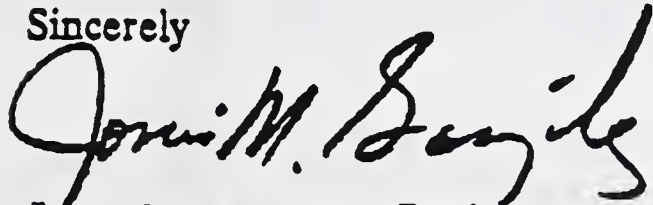
Dear Mr. Kean

This letter is to express support for the application submitted by the Fall River (MA) community to change their schools in a dramatic way and convert them into genuinely new American schools. This group has a superb idea!

I have long believed that the secret of improving the productivity of schools lies in reforging effective partnerships with families and other community entities. This proposal is based on that idea. Further, the secret of being able to finance the full range of social services needed by families lies in modifying the structures for delivering coordinated services. Long term, this brings real hope that the overall costs of delivering social services can be brought under control. Again, this proposal, with the full weight of all sectors of the community behind it, holds great promise for breaking through on that front as well. As a professor of educational administration (currently) and public administration (formerly) I see great promise in this project for a new and more efficient use of public resources.

I hope you will give serious consideration to funding this project in a community that is ready to do everything in its power to make it work. It would be a profitable investment in the idea behind the new American schools program.

Sincerely



Josué M. González, Professor
Educational Administration



CHARLTON MEMORIAL HOSPITAL

"Our mission is to serve others"

February 12, 1992

Mr. Thomas H. Kean
Chairman of the Board
New Generation of American School Corporation
1000 Wilson Boulevard Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

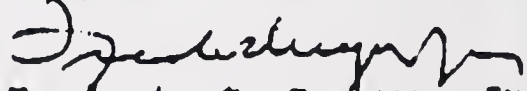
It is with a sense of excitement and a sense of commitment that we at Charlton Memorial Hospital enthusiastically endorse the Task Force's FOCUS 21 proposal. Since 1987, Charlton has had a close working relationship with the Fall River public school system. And we have been involved with the Task Force and its good work since its inception.

We have done emergency room training for adults, nutritional programs for the children and have been involved in myriad science projects throughout the system. Charlton was one of the first community institution to adopt a school and participate in the alternative school program.

We now stand ready as one of the largest employers in the city to help develop and participate in the mentor/advocacy program called for in FOCUS 21. We will also participate in linking our training programs to the Education Institute. In addition, we will become one of the primary movers to redesign the health delivery systems into the Family Learning Center model.

I presently serve as Chair-elect of the Fall River Chamber of Commerce and have been a member of the Task Force Board for more than a decade. The submission of the FOCUS 21 proposal represents a united force and will of the community to work together, as has been our history, to become a national leader in public school break-the-mold education reform.

Very truly yours,


Frederic C. Dreyer, Jr.
President and CEO



SOUTHEASTERN MASSACHUSETTS PARTNERSHIP

University of
Massachusetts
Dartmouth

Dartmouth
Massachusetts
02747

508 999-8753
fax
508 999-8754

February 11, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard, Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

Partners in Economic
Development

The Southeastern Massachusetts Partnership would like to convey its interest in support of the FOCUS 21 Proposal of the Fall River Task Force's Coalition for Excellence in Education.

Chair

Joseph C. Deck
Chancellor
University of
Massachusetts
Dartmouth

There is a great need in Southeastern Massachusetts to address educational issues and improve the competitiveness of the region which currently has very high unemployment rates of over 10 per cent. The region has the need to increase graduation rates in its schools, and improve the low rates of educational attainment among adults.

Arlisboro
Judith H. Robbins
Mayor

Fall River
John R. Mitchell
Mayor

New Bedford
Rosemary S. Tierney
Mayor

Taunton
Robert G. Nunes
Mayor

The time is appropriate for a new approach to the education of the children and the people of Fall River and Southeastern Massachusetts. We believe that the comprehensive approach incorporated in the Family Learning Center is appropriate to the needs of the community. The success of the program could also provide a viable model for replication in other communities in Southeastern Massachusetts and the United States.

Stephen P. Andrade
Executive Director

We are encouraged by this initiative, and would support the program in its design, implementation and further replication. We would also assist in developing links with other organizations, both public and private, to ensure the full success of the program.

Sincerely,

Joseph C. Deck
Chairman, Board of Directors

February 12, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American School Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

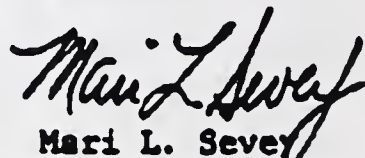
As a business committed to serving the educational needs of the community, we are impressed with the proposal of the Fall River Regional Task Force's Coalition for Excellence in Education.

As a business operating in the community we are interested in the quality of the work force. As a resident of the community, Greater Fall River Cable TV is committed to helping the educational system succeed so the community can thrive and grow.

Greater Fall River Cable TV will work with the educational and business community to ensure that the Family Learning Center concept is an ideal "break the mold", effective, educational experience for the community. My company will use its media resources to communicate the needs, the benefits and the successes of the proposed centers.

I am hopeful that you will agree with the proposal and will provide financing so the community's residents can be better prepared for the next century.

Sincerely,


Mari L. Sevey
General Manager

MLS:NKP

Your Connection to Quality Service

15.11 2-20 130 1025 NSRC

NATIONAL SCIENCE RESOURCES CENTER
NATIONAL ACADEMY OF SCIENCES - SMITHSONIAN INSTITUTION
ARTS AND INDUSTRIES BUILDING
SMITHSONIAN INSTITUTION WASHINGTON, D.C. 20560

(202) 357-2535

February 7, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development
Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

The National Science Resources Center (NSRC) enthusiastically supports the Fall River Task Force - Coalition for Excellence in Education. The Fall River School System has demonstrated its commitment to improving its science program for all of the students in the district.

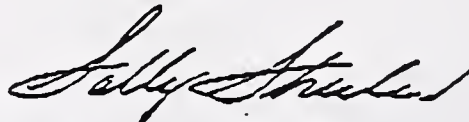
In a highly competitive application process, Fall River was selected as one of fifteen districts nationwide to participate in the first annual NSRC Elementary Science Leadership Institute at the Smithsonian Institution in 1989. Since that time, Fall River has moved forward with the plan they developed to reform the teaching of science to the children in their district.

To assist them with implementation of their plan, the NSRC has been providing technical support and assistance to the district throughout the past two and one-half years. This assistance includes providing the district the opportunity to field-test the NSRC Science and Technology for Children (STC) curriculum units. As a part of the STC program, Fall River is working with the NSRC to develop effective assessment methods for evaluating student performance that are consistent with the goals of hands-on science programs.

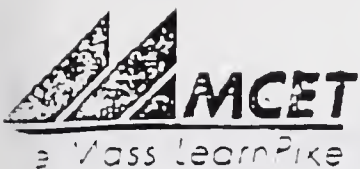
Mr. Thomas H. Kean
February 7, 1992
Page 2

Through NSRC, Fall River's Coalition for Excellence in Education can gain access to a network of leading science educators, teachers, scientists, and school district personnel that will inform and direct the work of the two educational entities proposed by Fall River, the Education Institute and the Family Learning Center. For this reason, NSRC looks forward to assisting Fall River in this exciting and the worthwhile endeavor.

Sincerely,



Sally G. Shuler
Deputy Director



February 5, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

Massachusetts
Corporation for
Educational
Telecommunications

6 State Street
Suite 300
Cambridge, MA
02139-4155

tel: 617.621.0290
ext: 617.621.0291

Richard J. Snyder, Esq.
Chairman

Stephen Miller
Executive Director

Dear Mr. Kean:

Re: Support for Proposal by Fall River Regional Task Force's
Coalition for Excellence (CEE) to the New American Schools
Development Corporation (NASDC)

I am writing in strong support of the proposal by the Fall River Coalition for Education to transform the educational environment of the city and give all individuals, whether child or adult, access to a wide range of social and educational programs and instruction. The concept of Family Learning Centers, supported by a city-wide Education Institute, is one recognized and shared by the Massachusetts Corporation for Educational Telecommunications (MCET).

In 1991-92 MCET offered over 1,000 hours of interactive programs to 160 Massachusetts school districts (including Fall River), and 1,700 public and non-public schools. MCET produces educational programs for students, parents, administrators, staff development and families. Programs deal with such diverse topics as health, sports, ethnic and cultural issues as well as academic subjects such as science, mathematics and languages.

In 1990, MCET received a two year grant from the US Department of Education Star Schools Program to develop distance learning capabilities for underserved school populations. A follow up proposal will focus on working with families particularly in alternative learning environments.

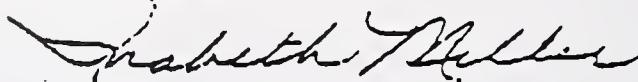
Like Fall River, MCET believes that the future of education lies in a focus on the whole family. We share the emphasis of the proposed Family Learning Centers on services beyond the strictly academic while ensuring high-quality school programs. It is hoped that in the future our programs will serve non-traditional centers of learning, and will reach out to those in the communities such as shelters, museums, hospitals, day care centers, and homes.

It is this all-encompassing aspect of learning for all age groups that makes support for Fall River so important. I believe that the Family Learning Centers proposed by the Fall River CEE are the way of the future.

The creation of an Education Institute with its comprehensive assistance in curriculum, training and assessment should ensure that high educational standards will be maintained and monitored. We would look forward to working with such an institute.

We therefore wish to give our strongest support to this excellent application and very much hope that NASDC will fund this innovative and unique project.

Sincerely,



Inabeth Miller
Executive Director

UMass Dartmouth

February 11, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard, Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

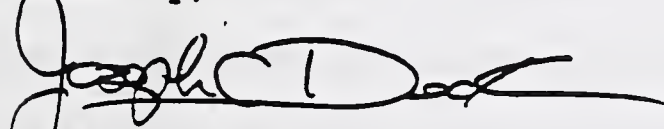
The University of Massachusetts Dartmouth is pleased to write in support of the Fall River Regional Task Force's Coalition for Excellence in Education's proposal to the New American Schools Development Corporation. I am especially impressed with the comprehensive nature of the proposal in that education is not seen simply as a kindergarten through twelfth grade activity, but rather a program for the entire community, preschool through adult.

This University has had the opportunity to work with the Fall River Public School System in several educational reform programs including assistance in the introduction of site-based management, the establishment of professional development schools, and the improvement of science education. Although our Department of Education has often taken the lead in these activities, disciplinary faculty are deeply committed to education at all levels. We will continue to provide our expertise to Fall River as it strives to enhance the education it gives its citizens.

I believe the proposal being prepared by the Coalition for Excellence in Education is an exciting education reform effort that will dramatically enhance the learning opportunities for students of all ages. The Family Learning Centers will bring a greater awareness to children and parents that education is a family-centered effort. The Education Institute will provide a cohesiveness to the educational offerings and will ensure that the objectives are being met.

The University of Massachusetts Dartmouth is pleased to participate in this program. We look forward to a continued productive relationship with the Fall River Public Schools in carrying out this project as well as in other reform activities.

Sincerely,



Joseph C. Deck
Interim Chancellor

JCD/kc

bc: ✓ Sister Kathleen Harrington 83



Department of Chemistry
FAX: (508) 999-8901

University of Massachusetts
Dartmouth

North Dartmouth, MA 02747
(508) 999-8232

UMass Dartmouth

February 5, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

The Buzzards Bay Rim Project of the University of Massachusetts Dartmouth is pleased to support the Fall River Task Force - Coalition for Excellence in Education proposal to design a new generation of American schools for the New American Schools Development Corporation. Though its plan for Family Learning Centers supported by an Education Institute, Fall River has the potential to create innovative learning environments that will produce a new standard of science achievement for students.

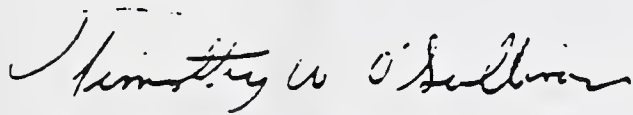
UMass Dartmouth is presently assisting Fall River to implement an exemplary hands-on elementary science program. With funding from the Dwight D. Eisenhower Title II Program, the University is collaborating with the school district to develop a cadre of lead teachers in science. A major grant proposal has been submitted to the National Science Foundation for funding to accelerate this project in the district and to involve the broad area of Southeastern Massachusetts in the program.

Faculty of the science and education departments of UMass Dartmouth will provide the Coalition for Excellence in Education's educational redesign effort with research-based, expert direction in curriculum development, staff training, and assessment of educational goals. The key area of UMass Dartmouth's support will be in developing Fall River's internal structure for supporting hands-on science instruction through creation of a teacher-to-teacher network of science educators within schools throughout the district. To support this effort, an extensive in-service program to create lead teachers who are expert in

science teaching and in the techniques of peer coaching is already underway. Long-term funding for this effort is accessible to the university and the district from a range of private and federally-funded sponsors of science education programs.

The Buzzards Bay Rim Project will support the efforts of the Fall River Schools by bring to the district the commitment of five educationally based institutions that seek to help in the reform of science education. These institutions are: the University of Massachusetts Dartmouth, Woods Hole Oceanographic Institution, Education Development Center, Inc., The NETWORK and The Lloyd Environmental Center. We look forward to working with the Fall River School System in making its plan for Family Learning Centers a reality.

Sincerely,



Dr. Timothy W. O'Sullivan
Assistant Professor of Chemistry
Principal Investigator, Buzzards Bay Rim Project

The Regional Laboratory *for Educational Improvement of the Northeast & Islands*

6 February 1992

Mr. W. Frank Blount
President and CEO
New American Schools Development Corporation
1000 Wilson Blvd., Suite 2710
Arlington, VA 22209

Dear Mr. Blount:

I am writing to endorse the proposal submitted by the Fall River Public Schools to become a New American School. Their application to develop and support family learning centers in Fall River is timely and well conceived. Their service coordination, coupled with a rich curriculum, continuous staff development, and formal assessment plans should yield a comprehensive, effective program well-suited to a diverse urban population. Their approach is totally aligned with The Regional Laboratory for Educational Improvement of the Northeast and Islands current program of work. Our focus is on learner-centered schools.

Fall River is currently working with Regional Laboratory staff to develop its capacity to conduct action research. Action research is an evaluation tool, particularly suited to schools that are restructuring. The design promotes school staff to develop their own questions to be used as a self-assessment tool to guide the restructuring process. Schools that are part of The Lab's partner network and the Coalition of Essential Schools employ action research. If Fall River's proposal is funded, we are prepared to provide the pilot sites with training and consultation using action research.

I am honored to lend the Lab's support to such a worthy proposal.

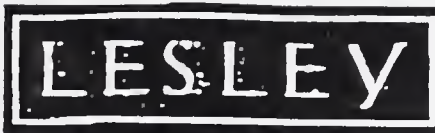
Sincerely,



Denise Blumenthal, Director
Massachusetts LEADership Center

Serving New England, New York, Puerto Rico, and the U.S. Virgin Islands

300 Brickstone Square, Suite 900 • Andover, MA 01810 • (508) 470-0098 • Fax (508) 475-9220



OFFICE OF THE PRESIDENT

February 7, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard, Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

Lesley College is delighted to collaborate with the Fall River Coalition for Excellence in Education in their development of a proposal to the New American Schools Development Corporation. Lesley is prepared to bring the resources of its graduate and undergraduate Education programs, School of Management programs, and Counseling Psychology programs to this project.

Lesley College, which offers baccalaureate through doctoral degrees, is uniquely positioned to collaborate on the recreation of four Fall River elementary schools into Family Learning Centers. Early childhood and middle school education are two of the premier strengths of the College. Our specialization in special education is widely known throughout New England school systems. Within the Division of Counseling Psychology, we have a strong emphasis on school programs and on work with families and children. Within the School of Management, Lesley has a particular strength in school building and system management that will be a necessary element of creating new schools.

The goals of the Fall River NASDC proposal are consistent with the mission of Lesley College, and represent an exciting opportunity to create communities of learning that can make a real and lasting difference in children's lives. The coalition that has been built in Fall River to develop this program is impressive and exhilarating. We see this as another opportunity for our faculty to be part of the systemic change that is necessary in American education.

We look forward to a productive working relationship with the Fall River Public Schools on their NASDC project.

Sincerely,

A handwritten signature in dark ink, appearing to read "Margaret A. McKenna".

Margaret A. McKenna
President

LESLEY COLLEGE
29 EVERETT STREET
CAMBRIDGE, MASSACHUSETTS 02138-2700
(617) 452-9100



Access to Excellence

Framingham State College

100 State Street, Framingham, MA 01701-9101

Chair, Education Department (508) 626-4594

February 6, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American School Development Corporation
1000 Wilson Blvd.
Suite 2710
Arlington, Virginia 22209

Dear Mr. Kean:

I am pleased to support Fall River's application to the New American Schools Development Corporation for the creation of a new and innovative concept of schools which supports the development of young children and their families.

Framingham State College would like to be a part of this bold and visionary project which has been cooperatively designed by members of the Coalition for Excellence in Education.

Resources of the College's Education Department, the Nursing and Home Economics Departments, the Stalker Institute for School Nutrition, and the Schweitzer International Center would be particularly useful to the school district as it designs and implements the concept of the Family Learning Center and the Education Institute.

Because of its strong sense of community, its unique population, and its manageability as a medium sized urban setting, Fall River has the potential to take a leadership role in reconceptualizing schools. Framingham State College is pleased to join in partnership with the Coalition for Excellence in Education in this endeavor.

Sincerely,

Joseph J. Caruso
Joseph J. Caruso, Ed.D.
Professor and Chair
Education Department

PIONEERS IN EDUCATION

June 1899



John E. Boyd Center
for Child Care and Development

February 10, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, Va. 22204

Dear Chairman Kean,

It is an honor and privilege for me to endorse the efforts of the Fall River Task Force in submitting their response to N.A.S.D.C.'s request for proposals to design, create and replicate a New Generation of American Schools.

The Greater Fall River Chamber of Commerce made education the top priority with the Fall River Task Force in the Coalition for Excellence in Education. In June of 1991, this effort was launched at an Education Summit addressing the 6 national America 2000 goals and designing a strategy for reform and replication.

The Boyd Center is a comprehensive child care organization servicing over 400 children from 2 months through Kindergarten age. It was one of the 4 sites in the U.S. to pilot the ANISA model, University of Massachusetts, Amherst, as well as one of the initial 13 sites to pilot the C.D.A. Child Development Associate Program competency-based early childhood teacher assessment.

I am excited about the promise and potential of FOCUS 21. I laud your efforts at excellence and commit myself and the Boyd Center to its fruition.

Sincerely,

S. Kathleen Harrington
S. Kathleen Harrington
Director

2028 RODMAN STREET • FALL RIVER, MASSACHUSETTS 02721
TELEPHONE (508) 672-0183 FAX (508) 679-8178

Office of the President

February 3, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard Suite 2710
Arlington, VA 22209

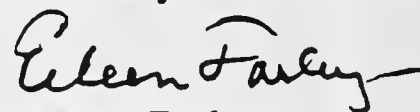
Dear Mr. Kean:

The Fall River Regional task Force is a non-profit organization comprised of community representatives from government, business, labor and the professions. For fifteen years, this non-partisan organization has worked to assist municipal government in resolving problems, improving management, and assessing service delivery. Recently, the Task Force working with the local Chamber of Commerce has undertaken a major school reform effort. Embracing all interested parties from the community, this effort is formally known as the Coalition for Excellence in Education.

For over a year, meetings have been held and work divided and accomplished by groups of parents, teachers, students, business and community leaders, and public officials in our community to gain consensus about key goals and objectives for our schools. To maintain the dynamism of this effort, and to exploit the tremendous potential that has been unleashed through this process some funding assistance is needed for particular projects.

As president of the local community college serving this region, I am personally enthusiastically committed to the community efforts for school improvement, and my institution is an important contributor to these efforts. I warmly endorse the work of the Coalition for Excellence in Education and urge the support and assistance of your organization for FOCUS 21.

Sincerely,


Eileen Farley

Bristol County Training Consortium

JOB TRAINING PARTNERSHIP ACT

FALL RIVER OFFICE
162 PLEASANT STREET
FALL RIVER MA 02721 3002
TEL 508 675 1161

TAUNTON OFFICE
239 BROADWAY
TAUNTON MA 02783
TEL 508 823 815

February 12, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Corporation
100 Wilson Boulevard - Suite 2710
Arlington, VA 22209


Dear Mr. Kean:

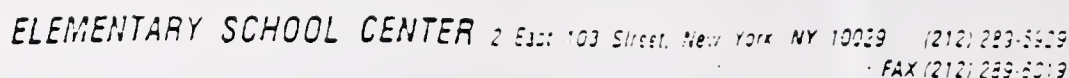
As Director of the Bristol County Training Consortium, I want to endorse the concept of Focus 21 which the Fall River Task Force and the Coalition have developed.

We are excited to be part of the design team and to be part of its implementation.

Your foundation's support of this initiative will be a significant constructive milestone for the children of Fall River and for education in America.

Sincerely,


James C. Calkins
Director



WEST COAST: Eugene M. Eschmeyer, Director, Pomona, California Academy of Science, 21901 Via Arroyo, CA 92664; Terrell A. Aldrich, Director, St. Mary's and Point Loma Seaside, Pacific Palisades, CA. CENTRAL STATES: M. Paige Green, Director, Los Angeles Botanical Garden, 12000 Wilshire Blvd., Los Angeles, CA 90025; Raymond W. Hamilton, Principal, University of California, 3013 N. Zeeb Road, Honolulu, HI 96819. HAWAII: Glenn Giddings, Director, University of Hawaii, 2005 Kalia Road, Honolulu, HI 96815. SOUTH: Robert S. Standley, Director, The University of Texas, 2601 University Drive, Austin, TX 78712; J. Clifton Anderson, University of Texas, 2601 University Drive, Austin, TX 78712; J. Clifton Anderson, University of Texas, 2601 University Drive, Austin, TX 78712; J. Clifton Anderson, University of Texas, 2601 University Drive, Austin, TX 78712.

Allan Shedlin Jr.
Executive Director

President - Donald S. Mier
1st V.P. - Dr. David J. Goodman
2nd V.P. - Dr. Irving A. Fradkin
Secretary - Evangelina Sneil
Treasurer - Arthur Paul

February 12, 1992

Mr. Thomas H. Kean
Chairman of the Board
New America Schools Corporation
100 Wilson Boulevard, Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

As president of the Interfaith Council, I want to endorse the concept of our elementary schools moving toward becoming Family Learning Centers. Members of our Interfaith Council have been working on the various sub-committees of the Coalition for Excellence in Education since last year and we have observed that more and more is expected of public education and new creative and holistic approaches are being called for.

We are excited how school as a Family Learning Center can help us move at many different levels to be responsive to the needs of students and families in our setting.

Having been a resident of Fall River and affiliated with my same parish setting since 1972, it never ceases to amaze me at the creativity, tenacity and drive of many leaders within Fall River.

Your foundation's support of this newest initiative, I believe, would be a great investment in the future of education in America.

Sincerely,
Donald S. Mier
Rev. Donald S. Mier, Pastor
FIRST BAPTIST CHURCH
President, Interfaith Council

MAGNET CITYWIDE PARENT COUNCIL

MAGNET EDUCATION CITYWIDE PARENT ADVISORY COUNCIL

64 Durfee Street, Fall River, Massachusetts 02721

January 17, 1992

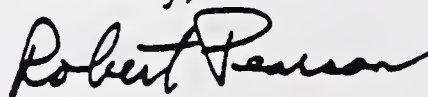
New American Schools Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22204

Dear Selection Committee,

On behalf of the Magnet Education Citywide Parent Advisory Council, I strongly endorse the initiatives of the Fall River Coalition for Excellence in Education in their efforts to enhance the educational effectiveness of programs for the children of Fall River.

The New American School Program will provide opportunities for educators, parents and community members to make the Fall River System effective for our children far into the 21st century.

Sincerely,



Robert Pearson
Chairperson



Somerset Public Schools

NORTH ELEMENTARY SCHOOL
580 WHETSTONE HILL ROAD
SOMERSET, MA. 02726-3700
TEL (508) 673-1121

BETTY A. CALISE, PRINCIPAL

PAUL MIGUEL, VICE PRINCIPAL

February 10, 1992

Mr. Thomas Kean
Chairman of the Board
New American Schools Development Corp.
Suite 2710
Arlington, VA 22209

Dear Mr. Kean:

It is indeed my pleasure to submit a letter of endorsement for the New Generation of Schools Grant submitted by the Fall River Regional Task Force.

The Fall River Public School System is presently pursuing a vision of excellence with the establishment of the Coalition for Excellence in Education. I have had the pleasure of serving as a group leader for the Parent Involvement sub-committee. During the past six months, I have participated in the Leadership Conference Education Summit on June 25, 1991 and the Leadership Meeting on October 21, 1991. Additionally, our parent group has met on four occasions to brainstorm ideas and recommendations for future involvement of parents in our schools. We feel parent involvement is the key and will be vital to the success of our plan.

I believe that in order to prepare our youngsters for the 21st century, American Education is in need of reform and restructuring. The proposal from Fall River, exemplifies changes that are possible for the children in our city. This grant supports our position and funding of this proposal can only serve to enhance the pursuit of our mission.

Sincerely,

Betty A. Calise

February 12, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corp.
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

Dear Mr. Kean,

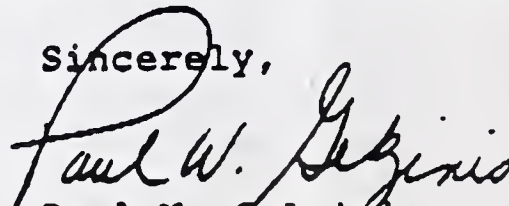
I am writing to you to express my support for the City of Fall River's proposal for "Design for a New Generation of American Schools".

As General Manager of WSAR, I have been involved in Fall River's effort to embrace America 2000, and I am deeply committed to the work of the coalition for excellence in education.

It is important to note that a major responsibility of a radio station is to assess the greatest needs and concerns of the community it serves. In Fall River, WSAR has determined that education reform is and should continue to be a top priority. In response to our community leaders' surveys, focus group meetings and listener input, WSAR has devoted countless hours of programming to bring this issue to the forefront and to encourage community-wide support.

Please be assured that we are truly committed to this effort. I hope you act favorably on Fall River's proposal.

Sincerely,


Paul W. Gelzinis
General Manager

PWG/mfm



10. Educational Program

10. Educational Program

- A. In detail, describe the educational program of the school.*
- B. What is the basis for the teaching methods to be used?*
- C. Describe the school calendar and hours of operation of the school.*

School Calendar and Hours of Operation

The Atlantis Charter School will operate six days a week, twelve months per year. The building(s) will open at 6:30 A.M. to accommodate child care needs before the "school day" begins and close at 9:00 P.M. With our relationship with the John Boyd Center for Child Development, we will provide child care for our children and their families whenever it is needed, both for our preschoolers and during school breaks for all our children. Learners and teachers will spend from 8:00 A.M. to 3:00 or 4:00 P.M. in the Basic Learning Program, beginning September 1 and continuing through July 15. The After School or Extended Day/Mini University Program takes place from 3:00 or 4:00 P.M. Monday - Friday and from 8:00 A.M. to 12:00 P.M. on Saturdays.

Through a food service program, we are going to provide nutritious and appealing meals for our children. Some children's circumstances may require that they receive three meals per day at Atlantis. This need will be accommodated.

Various community activities for the family and community at large take place from 6:00 to 9:00 P.M. and on weekends as appropriate. The Saturday and August learning includes child care, homework centers, "club" activities, apprenticeship, community service leadership development and training, and the like. One Saturday each month is Education Institute training for teachers, one Saturday is Education Institute training for parents, and one Saturday is Institute training for mentors. From July 15 to July 31, teachers are required to attend the Education Institute in preparation for the next school year. Periodically, throughout the academic year, we will build in break days so that the teaching teams can collectively work on portfolio evaluations and conference with parents. From July 15 and through August, the Seaboard 21 program will run. Seaboard 21 will be patterned after the Outward Bound Program but will take place on board the H.M.S. Bounty (which the Fall River Chamber of Commerce owns) or some other available sailing ship. The type of team building and self-esteem which is an outcome of the Outward Bound program will be our objectives here. We would hope that some of our regular teachers would participate in this program. The Seaboard 21 program will be divided into two different sessions. Navigation, meteorology and a variety of sea craft skills will be taught in the context of the math and science program.

Swimming, lifesaving and other water skills will also be offered. We will coincide our breaks with the "regular" FR public school calendar as much as it is possible. This schedule will accommodate families who have siblings in both systems. (Recall that we will give preference to siblings in admissions, but we will try to accommodate our families in an imperfect world).

We have not as yet completed our work regarding the details of a daily schedule. That is an issue which we hope to finalize with the teaching teams. Conceptually however, in addition to other schoolday attributes which we have discussed in other sections of this proposal, we would list the following guidelines. Some learning will take place in same-age groups, e.g. math or science. Other learning will take place in mixed age groups, e.g. music, art, etc. We intend that the teams will plan seamless experience for children so that children will remain with most of the same teachers over an extended period of time (at least three years and perhaps longer under some circumstances). This is an important aspect in providing continuity in their lives.

Currently Fall River has one of the shortest school days in the Commonwealth (5.1 hours). Our day will be 6 hours for the youngest children and 7 hours for the older children (beginning around grade 3 or 4). In effect, with the extended day and the extended school year, our Atlantis children will be exposed to over two years more "school" learning over the course of their K-12 experience.

CURRICULUM

This school will promote a comprehensive educational experience linking academics with the development of skills needed for the 21st century workplace and/or post secondary study, and including applied experience and community service components. Experience will be grounded in a philosophy which emphasizes equity, equality, diversity and values leading to a civil democratic society. Pedagogical techniques will emphasize critical thinking and communications skills, two basic components of a liberal education.

The charter school will be student-centered but will also pay attention to the social environment of the students, including their families. The school will be cognizant of the conditions which affect the students' learning. In that respect, the school will fully integrate social and health services as part of its support system to the students and their families. It will include the use of the latest technologies to enhance the learning experience and application to the workplace. It will strive to inculcate values of citizenship, emphasizing the value of democracy and self-governance. Accountability will be based on the outcome-based performance of each student as measured by national/state assessment standards. The curriculum will emphasize prevention rather than remediation. Each student will reach his/her learning potential. The school will offer a rich curriculum based on validated, current research and supported through rigorous staff development. Progress toward the

curriculum objectives will be monitored, assessed at specified benchmarks, and tracked against world-class achievement standards.

While the teaching teams will provide specifics on the Charter School's curricular approaches and goals, the overall philosophy and direction has been determined by the work which led to the Coalition's Strategic Plan. Two governing principles apply: first, the Charter School as a Family Learning Center will provide everything necessary for every child to learn to full potential and to leave school well-equipped for adult life as a productive worker and a responsible citizen. At the same time, our approach will set high expectations for families and students to understand and accept responsibility for the role they play in their own learning and success in life. This approach of high expectations, high content and high support for families and children is seen in all aspects of our Charter School curriculum.

Learners will become active constructors of knowledge rather than passive recipients of information. Eventually, they will help shape the curriculum as they decide what they need to know for their life and career goals, how best to learn, and what is needed. Learners will increasingly rely on their own internal and external resources as learners, gradually needing less support from the Charter School. As they mature, these students will become the active, involved citizens giving support and direction for the education of the next generation of young learners.

Early Childhood

The educational component will begin early, with aggressive outreach for families of toddlers. We hope that someday, our Charter School can contain a daycare component which will take in children at six weeks of age. To start, our three and four-year olds will be provided with creative play, language development, parent-child literacy through the coordinated efforts of all care providers. T. Berry Brazelton, Lisbeth Schorr, and other experts in early childhood development have taught us that very young children have great capacity for learning, and for communicating with us, if we know how to read and interpret their language. Thus, we emphasize early childhood (from infancy on) with even proper prenatal care and training of parents as part of the curriculum. James Comer's multidisciplinary team approach to child development has contributed to our "whole community" approach to learning. We have drawn on the ANISA model which stresses developing five types of learning competencies: (1) learning how to move and gain maximum control over voluntary muscles; (2) learning how to perceive; (3) learning how to think clearly ; (4) learning how to exercise the will; and (5) learning how to feel and respond emotionally in a way appropriate to any situation

Integrated Curriculum Design

We believe that learning is best when it is relevant to our lives, when real basic skills can be learned in fun and interesting ways, and applied in context, and when one can learn more than one subject at a time. This does not mean that we give short shrift to the basic skills -- essential skills, as TheodoreSizer calls them. Our thinking reflects the influence of several noted authorities: A Nation Prepared: Teachers for the 21st Century, by the Carnegie Forum on Education and the Economy; The Copernican Plan: Restructuring The American High School, by Joseph M. Carroll; Integrating the Curriculum, by the Association for Supervision and Curriculum Development; Interdisciplinary Curriculum: Design and Implementation, by Heidi Hayes Jacobs for ASCD; The Oregon Educational Act for the 21st Century, adopted in 1991; and Integrative Education: A Curriculum for the Twenty-First Century, by Betty Jean Eklund Shoemaker for the Oregon School Study Council. Further, research not just from the education field, but from the job training and employment field reinforces the importance not just of basic skills and knowledge, but abilities, behaviors, and values that translate to the workplace, and to life in general. For grounding in developing workforce readiness and "employability competencies," we incorporated the Hudson Institute's "Workforce 2000," the National Alliance of Business' "The Fourth R: Workforce Readiness;" "Building A Quality Workforce," jointly published by the U.S. Departments of Labor, Education and Commerce; the American Society for Training and Development's "Workplace Basics" book and manual; "What Work Requires of American Schools," the SCANS Commission report for AMERICA 2000; and "America's Choice: High Skills or Low Wages," by the National Center on Education and the Economy.

Special Attention to Adolescents

The Carnegie Council on Adolescent Development ("Turning Points") has raised our awareness of the changed conditions for adolescents and the special vulnerability of young people aged 10-15. Thus, we are building our approach around the Carnegie recommendations, as well as the Charles Stewart Mott Foundation's emphasis on high expectations, high content, and high support, with stepped up business and parental involvement, as advocates, advisors, and mentors.

Choice

We have had "Schools of Choice" in place in Fall River for more than five years. We strongly believe in and support the basic concepts of creating new and effective schools, providing for informed and fair parent choice to create competition between schools, and have established Parent Information Centers to assist parents in investigating options and making decisions. "Massachusetts Urban School Reform", a position paper prepared by the Massachusetts Urban Superintendent's Consortium Chapter 636 Steering Committee, and our own experience supports these concepts .

Year-Round Learning

Learning does not occur solely in a classroom, or solely through teacher-student interaction. We believe that all of life is education, and education continues throughout life; thus, we must ensure that education -- both in and out of school -- is an enriched and enriching experience. In the Ford Foundation's book, "Toward A More Perfect Union," Gordon Berlin and Andrew Sum illustrate that inadequate basic academic skills are intertwined with problems of youth employment, dropping out, out-of-wedlock parenting, welfare dependency and the decline in workforce productivity. Further, and importantly, they illustrate that disadvantaged youth suffer greater learning losses over the summer, when home and peer influences reassert themselves. Thus, our Family Learning Centers are open virtually year round.

Use of Technology in the Classroom

We have developed various scenarios for the effective use of technology in the classroom, with the assistance of John McGuffog, Bergen County (NJ) Technical School; James G. Lengel, Apple Eastern Operations; Martin Huntley, Director of the Computer Technology Center in Somerset, MA, the New England Regional Laboratory, National Science Resource Center, and Mass. Learnpike.

Developing the Instructional Program

Many ideas and programs are being promoted in various places for restructuring our schools. It is notable that "Change Agents in Education," by The Business Roundtable and The National Alliance of Business reported (Winter, 1992) that "three of the best-known "gurus" of school reform: James P. Comer of Yale, Howard Gardner of Harvard and Theodore R.Sizer of Brown have begun holding conversations based on the realization that, powerful though their own ideas may be, they still need help." Sizer explained that, "We are all aware of gaps in our own approach that others can fill." In developing this proposal and our plans for reform, we have considered many of these ideas: 4Mat, outcome based education, learning styles, TESA. We have concluded that no one, two or even three of these answers the need for designing a curriculum and instructional program to meet the National Goals. We do know that we must develop a plan that deals effectively with each of the following elements of what actually goes on in the classroom:

- Learning Objectives -- what should the students learn, both content and standards

- Instruction -- what instructional techniques and learning experiences will be used
- Formative Assessment -- how will we determine what the students have learned
- Feedback, Correctives, and Enrichment -- how will we adjust and modify each student's learning experiences as appropriate to the formative assessment
- Summative Evaluation -- how will we evaluate final student outcomes

Successful Educational Change

In his book, The Meaning of Educational Change, Michael Fullon states that what really matters is not the quality of the change ideas, but what is finally implemented in the classroom where the teachers teach and the students learn. We have taken great care to involve the people who must implement change in the planning process. Fullon identified fifteen factors that must be dealt with for change to be successful; we intend to deal with each of them as we develop our design. The Rand Change Agent study, undertaken from 1973-1978, researched planned change in education in an effort to understand what factors most influenced successful change projects. Last year Milbrey W. McLaughlin, one of the authors of the original study, reviewed its findings in light of recent reform experience. We have considered many of these in developing our plan, including:

- Change is a problem of the smallest unit (the individual school) because it is there it must be implemented;
- Outside consultants can help, but they must adjust effectively to the local setting not the other way around;
- Projects narrowly aimed at discrete aspects of the system (problem-solving approaches) are likely to fail--bold, comprehensive projects are more likely to produce greater change;
- The content and process of change both matter; and
- The degree of implementation finally determines outcomes.

Because we are also emphasizing school to work transition in preparation for life, we intend to integrate the five competencies described in the SCANS report and the sixth competency proposed in the Strategic Plan. These include:

Resource competency:	identifies, organizes, plans and allocates resources
Interpersonal competency:	works with others
Information:	acquires and uses information

- Systems competency:** understands complex interrelationships
- Technology competency:** works with a variety of technologies; and
- Liberal arts competency:** develops an appreciation of those things which have intrinsic value and add richness to life.

The curriculum will focus on student outcomes to assure that graduates have the necessary thinking, writing, speaking listening decision-making, problem-solving, critical thinking, creative thinking, computer, interpersonal, and information gathering skills to function effectively in our society of the future.

Our curriculum will be based on competency levels rather than traditional grade levels. While different educational gurus and entities call these levels by different names, we envision six levels: early childhood, mastery level 1, 2, 3, Initial Master, Advanced Master Levels. Because of our extended school day and school year, the Advanced Mastery Levels will be equivalent to a 1993 Associate's Degree.

Students will progress at their own pace, advancing academically only by mastering the required competencies in each level. They will be grouped by age for social reasons and academically based on their progress through the required mastery levels.

The purpose of the Early Childhood is to bring all children to their highest potential for future learning. The social and economic inequalities that put many children at a disadvantage will be eliminated/minimized through a comprehensive and proactive approach that provides each child with all that is needed for success. Of key importance will be two features: comprehensive family support services and continuity of curriculum within and between public and private preschool, school-age and daycare programs.

After the Early Childhood stage, each stage encompasses children in groups in triads. This model is essential to achieving the dual goals of quality and accountability in the educational program. Rigorous benchmarks (outcomes) for each level will be set. These three-year levels, with interim checkpoints will ensure that significant growth and knowledge is nurtured, developed and internalized over time. And because the teaching teams will stay with each triad level, continuity in the learning facilitator will occur (in contract to the traditional paradigm wherein children are moved each year to a new teacher, classroom, etc.).

Each level will be defined by encompassing goals that fit both the developmental level of students and the needs of this level of their educational program. This goal will give each stage its special character in the eyes of students, teachers and parents, will focus the curriculum on all disciplines and will provide a focus for assessment.

The goal for Level 3, for example, will be to ensure that students have needed skills for independent learning as they make the transition from an earlier childhood context to an intermediary context, the adolescent years. This level will emphasize and solidify students' previously-nurtured, emergent abilities to acquire learning on their own. Content in all disciplines will focus on such areas as study habits, finding, summarizing and reporting information, working collaboratively to solve problems, and recognizing and pursuing personal interests. Other stages, as they are developed, will be defined by similarly focused curriculum goals. The Advanced Mastery Level, devoted to preparation for life and career, will provide intensive study in preparation for work, further technical training, or university and will also structure student's community participation and service in preparation for a rich civic, cultural and intellectual life.

THE CRITICAL THINKING UNDERPINNING OF THE CURRICULUM

We intend to make critical thinking a nexus of the curriculum, that which all other disciplines orbit. Space does not permit a complete discussion of how we anticipate building the curriculum. In researching this aspect, however, we are impressed with the recommendations included in *DEVELOPING MINDS*, edited by Arthur L. Costa (1991) volumes regarding teaching thinking and the resources for professional development. We intend to make linkages with various centers for critical thinking and rely on the work of individuals like Barry Beyer, Esther Fusco, Fred Newton, Joe Onosko, and Lauren Resnik, among others.

We will also join selective networks like Cogitare to enhance our critical thinking objective. As an indication of educational outcomes relative to critical thinking we present here those outcomes as articulated by Sydelle Seiger-Ehrenberg in the above cited work.

I. Areas of Societal Expectations

Major Categories of Tasks Every Member of Society is Expected, by Law or Custom, to Accomplish

A. Tasks Related to Self-Sufficiency

Tasks one is expected to accomplish in order to meet one's own needs of those for whom one is responsible.

1. Physical/Psychological Self-Sufficiency

Tasks focused on keeping the body and personality operating efficiently and as free of disease and harm as possible.

2. Intellectual Self-Sufficiency

Tasks focused on using the mind effectively to learn what one needs or is expected to learn.

3. Economic Self-Sufficiency

Tasks focused on effectively obtaining and producing needed or desired goods and services and efficiently managing personal resources.

4. Social Self-Sufficiency

Tasks focused on interacting effectively and productively with others in work and social settings.

5. Philosophical/Aesthetic Self-Sufficiency

Tasks focused on making justifiable judgments about things, actions, events, and so on.

B. Tasks Related to Societal Participation

Tasks one is expected to accomplish, independently and in concert with others, to maintain and improve the functioning of society and the condition of the physical/social environment.

1. Participation in the Maintenance/Improvement of the Functioning of Society

Tasks focused on fulfilling one's responsibilities to help society survive and function effectively for the well-being of its members.

2. Participation in the Maintenance of a Life-Supporting Physical/Social Environment

Tasks focused on fulfilling one's responsibilities to help maintain an environment in which human and other life can survive.

II. Areas of Personal Goals

**Major Areas of Task Accomplishment within which the Individual
may Establish and Pursue Personal Goals**

A. Tasks Related to Goals of Self-Enhancement

Areas of task accomplishment in which the personal goals focus on extended development of some aspect of self.

1. Physical/Psychological Self-Enhancement

Tasks focused on goals to strengthen one's body and personality and extend one's ability to use them effectively.

2. Intellectual Self-Enhancement

Tasks focused on goals to strengthen one's ability to learn and extend one's learning to new areas of knowledge and skill.

3. Economic Self-Enhancement

Tasks focused on goals to strengthen and extend one's ability to obtain or produce goods and services and/or one's ability to manage resources.

4. Social Self-Enhancement

Tasks focused on goals to strengthen and extend one's ability to interact with others in ways that are mutually satisfying and productive.

5. Philosophical/Aesthetic Self-Enhancement

Tasks focused on goals to develop greater clarity and depth of understanding of the bases for one's judgments.

B. Tasks Related to Goals of Societal-Enhancement

Areas of task accomplishment in which the personal goals focus on the improvement of societal conditions.

1. Contribution to the Enhancement of the Functioning of Society

Tasks focused on goals to contribute to the enhancement of society's opportunity to survive and function effectively for the well-being of its members.

2. Contribution to the Creation and Maintenance of Life-Enhancing Physical/Social Environment

Tasks focused on goals to contribute to achieving a physical and social environment in which human and other life can flourish.

Magnet Theme of the Curriculum

Since the dawn of civilization, centers of community life have developed near bodies of water. Evolution teaches us that animals which now inhabit the land originally evolved from the water. Water has sustained the totality of community life, whether through irrigation for food grown on land, a resource of food itself and later as a primary vehicle for transportation. The pivotal role of the Taunton River and the Atlantic Ocean have, not surprisingly, been pinnacle to Fall River's growth and development. Not only did the river and the ocean provide the typical fishing and transportation vehicles for Fall River's development, but its myriad inland ponds provided the energy essential to fabric production which catapulted Fall River to prominence as the Spindle City.

Our Atlantis theme, then, serves to integrate the values by which we intend to educate our children and imbue them with a love of life-long learning. It is a source of intellectual disagreement as to whether or not the civilization of Atlantis existed. But whether it be reality or myth, the story of Atlantis, deriving its soul from the sea, dedicated to excellence in all things, extolling the virtue of humankind, dedicated to constant renewal and improvement - all of these are the values upon which we are building our charter school. And in a practical sense, the mystery and all pervasive nature of water in our lives, makes it a most appropriate vehicle to understand myriad applications of practical skill-building. For all time, water, the sea, the rivers, the bays, the ponds, the streams and the brooks - all have held the practical and intellectual attention of scholars, practitioners of every kind and everyday people. From a sense of tranquillity (a grandfather assisting his granddaughter to fish by a lazy stream), a sense of joy (inner city youth enjoying the fire hydrant on a hot summer's day), a sense of adventure (the Portuguese explorers of the 14th and 15th centuries), a sense of need (washing with water as a prelude to modern medical practice); the list is almost endless. It is the integrative nature of the sea which allows us to build a curriculum which is multi-faceted, intellectually rigorous, yet practical in terms of workforce preparation, and which will serve as the backdrop for all which we do.

The fact that the city of Fall River has a waterfront which is on the verge of a renaissance is fortuitous. That renaissance began some twenty-five years ago with the establishment of Battleship Cove. The U.S.S. Massachusetts was due to be sold for razor blades when a group of far-sighted individuals developed plans to berth it on the waterfront as a veteran's memorial. Conceived as an educational project to the children of Massachusetts, it was the children's money which provided the initial funds to purchase the ship. In the we enclose some old photographs of that era. (Please note that the community was not as diverse then as it is today and the old photographs reflect the lack of diversity.) Since its installation in Fall River, the Battleship has consistently remained one of the major tourist attractions for children and their families in the Commonwealth. In addition, thousands of

Boy/Girl Scouts spend overnights on the ship as part of its extensive Scouting Program. (What child does not love the idea of sleeping INSIDE a toy?)

So, part of the idea of the Atlantis Charter School's theme and its location is an attempt to give something back to those children who made the renaissance of the waterfront possible by donating their allowances to save the ship some thirty years ago. Battleship Cove was conceived as an education project and was funded by the Commonwealth for many years as an education project so that schoolchildren could visit Battleship Cove free of charge. We view the Atlantis Charter School as another step in that waterfront educational enterprise. With the Marine Museum, Heritage Park, the Carousel, and the H.M.S. Bounty, there could be no better magnet theme than Atlantis to set the tone for a charter school for Fall River. All of these buildings will be available as resources to our charter school. The entire waterfront, then, in addition to our "main building" will provide a campus for our learners. The chocolate store enterprise which we discuss below could very well be housed in the general store of the Battleship or at the Carousel. The second floor of the Marine Museum could be an applied center for crafts and other applied arts. Heritage Park could host the performing arts. So, our theme not only envelops our curriculum but it also provides the backdrop for our campus.

THE HUMANITIES

The Humanities Component will include content and skills usually associated with the following: History, Philosophy, Literature, the Visual and Performing Arts.

Theme: *The Sea*
Organizing Concept: *The Peace Institute*

Using the waterfront area of Fall River, specifically Battleship Cove and Heritage Park, we intend to focus the humanities curriculum on conflict resolution, from the individual level (understanding logic and argument/Philosophy), to the group level (bargaining and negotiation/Communications), to the systemic level (issues of war and peace/History and Political Science). When the school opens in September 1995, the USA will be celebrating the 50th year anniversary of the end of W.W.II. Battleship Cove contains the Battleship Massachusetts. We have proposed that Battleship Cove be rededicated as a peace memorial. With the end of the Cold War, there will ultimately be few or no veterans. And the idea of emphasizing peace is more compatible with contemporary thought. We have already contacted the Russian government and are in the process of contacting the Japanese government to solicit their support for this project. The German government will also be invited and examination of the Holocaust will become part of the history curriculum. We intend to offer Japanese and Russian language proficiency through our Mini-University program (after school hours) in addition to the foreign language experience during the school day. Our children will leave the Atlantis FLC with fluency in Spanish and Portuguese, as well as a foundation in Latin. We hope that

the Russian and Japanese governments, in their support of our efforts, will send teachers to the Charter School for this purpose. Individual students will receive conflict resolution training. We will offer a mini-university course in Eastern mysticism to address stereotypes and counteract the media's misrepresentation of the martial arts as an extra-legal remedy for crime.

We will use the theater and exhibition area of Heritage Park as our Visual and Performing Arts Center. We anticipate that although other appropriate material will be used, there will be a heavy concentration in literature and plays ranging from works like Moby Dick and H.M.S. Pinafore to Frog and Toad Are Friends and Treasure Island. We intend to draw upon the resources of the College of Visual and Performing Arts at UMD as well as BCC and the local repertory theater company to augment faculty for this component of the curriculum. We also intend to use the Pilgrim Church which is now under the aegis of SAVE, Inc. and has the best acoustics of any building in New England as a performance center for our music program.

Because of our commitment to diversity, we will include works by people of color and women as well as ethnic works responsive to the particular ethnic groups of our community, like the Portuguese and Cambodians.

THE PHYSICAL SCIENCES AND QUANTITATIVE SKILLS

Theme:

City
The Sea

Organizing Component: *Oceanography, Aquaculture, Marine Sciences, Navigation*

The thrust of this component would be an interdisciplinary approach where the traditional skills, methodologies and substantive areas usually associated with the physical sciences (biology, chemistry, physics; and math) would be covered. Types of experiences would include aquaculture, marine biology and marine life, introduction to boat construction and marine drafting, navigation and plotting, astronomy, aquatic chemistry, maritime manufacturing, hydraulic systems, propulsion, fisheries, biochemistry, etc. We intend to have a close relationship to the University of MA Marine Science Center and Biology/Chemistry and Physics Departments, the Woods Hole Oceanographic Institute and the MA Maritime Academy . Again, the curriculum will appropriately reflect the contributions which resident ethnic groups have made to these disciplines as reflected by our theme, e.g. the Portuguese and navigation. UMD has an astronomical observatory which will be made available to our students.

We envision that mini-university courses dealing with this component will include the Coast Guard curriculum in small-boat handling, backgammon, chess and duplicate bridge (statistics and math), aquaculture farming, etc.

THE SOCIAL SCIENCES

Theme: *The Sea*

Organizing Components: *Citizenship for a Civil and Ethical Society/Public Service Applications*

The traditional disciplines of Political Science, Sociology and Economics will be integrated into a focus which prepares students to actively take responsibility for their roles as citizens who will sustain the viability of our economic and political systems. Public Service will be the cornerstone of this experience. In addition to understanding how the economic and political system works, both in terms of the nation-state and as a member of the international community, we will integrate questions of history and philosophy to this component. This curriculum will cover questions of individual, group and systemic dynamics and the role they play in the polis. A curriculum focus will be to integrate women's studies, black studies, ethnic studies, etc. into the mainstream of this component. Critical thinking will be the compelling methodological focus of this component. The Center for Policy Analysis at UMD, the Lloyd Center for Environmental Studies (environmental policy), and the Racial and Gender Equity Project at Brown University, will be important resources for this curriculum development and application.

We envision that the community service component will take place primarily on Saturdays and during the mini-university hours, given special projects. We intend to develop a series of experiences which will dovetail with the federal community service program. For example, we have been associated with a small grant from that program (Serve America) for the last two years and have been designated a national evaluation site. That program involves teenagers from the Fall River Housing Developments working in a variety of community service programs including delivering Meals on Wheels with the FR Council on Aging. We intend to establish similar programs and develop stronger linkages with the Council on Aging in relationship to an intergenerational mentoring program. We intend to also use students from the UMD Public Service Corps to mentor our students.

In order to teach skills necessary for the workplace, we intend to open a small business in conjunction with the school. The model of a sheltered workshop will be applied to instilling work values and skills to our students, particularly those who have difficulty with interpersonal relations. Patterned after Chilmark Chocolates on Martha's Vineyard, we will make and sell chocolates in a small business associated with the school, giving the chocolates appropriate names, Quequechan Chewies (for the Quequechan River). Students will work at the store during mini-university time and on weekends. We will use volunteers from the Council on Aging as mentor/volunteers. This will be an applied experience to teach how small business operates and the skills needed to make a small business successful. Proceeds from the business will be used to fund specific school projects as decided by the business'

student and volunteer trustees. This project will be closely tied to the SCANS perspective in the curriculum.

In order to teach team-building and to enhance self-esteem further, we propose that during the summer months, a Seaboard Outward Bound program be established in cooperation with the H.M.S. Bounty which is docked in Fall River. Sailing ships cannot be sailed without a maximum team effort and we believe that our students' Bounty experience will inculcate a variety of team-building values and skills.

We expect to provide a variety of opportunities, both in the regular program and the mini-university program which will inculcate skills pertaining to governance and leadership. Empowerment will be emphasized by the experience of student governance councils, etc., parliamentary procedure will be a mini-university course as will be other opportunities for community service and Boy/Girl Scout opportunities, etc. We will also emphasize a variety of other skills in the mini-university curriculum like manners, civility, ethics, etc. We will engage in a variety of applied experiences like going to a fine restaurant, how to behave at a sports event by attending one, etc., how to visit a museum, art exhibit, etc.

HOLISTIC WELL-BEING

Both as an integral part of the day curriculum and as a part of the mini-university curriculum, a variety of subjects promoting wellness will be emphasized. Areas such as nutrition, anti-drug, and anti-smoking programs, STD education, parenting skills, emotional well-being etc. will be included.

An important component of holistic well-being includes a rigorous physical fitness program at every level of the curriculum. This program will also include high standards as described by the President's Commission on Special Fitness and other appropriate agencies. Our physical education program will emphasize non-combative sports such as tennis, golf, volleyball, Greco-Roman wrestling, and others as decided by our curriculum teams.

We intend to continue our relationship with the Charlton Memorial Hospital which is assisting our health/social service integration project in our school reform effort, and use their community mobile van as the medical hub for our Charter School until the Student Center is fully operational.

We will ultimately develop a model wherein the social service and medical/dental/psychological needs of the students are integrated into the school complex as we have outlined in our Family Learning Center concept. We hope that the retired Dean of the Brown University Medical School (a Fall River resident) will assist us with this phase of our work.

APPLIED SKILLS

As we have indicated above, our curriculum will not only emphasize information and theoretical constructs, but will also provide opportunities for our students to apply their knowledge to real-world situations. Although we are not a vocational institution in the traditional sense of that concept, we will provide many opportunities for our students to apply what they have learned in the classroom. Among these, we envision that the Battleship will provide space for boat-building and laboratories for marine science and agriculture.

COMMUNICATIONS ARTS

We intend that the communications arts be an essential part of the curriculum, particularly as they are related to the demonstration of critical thinking skills. We intend to use computers, video, etc. to enhance the curriculum in this area. We also intend to use television. We will teach our students to watch television critically and to use television as an information resource.

We intend to expose our students to a variety of languages other than English. During the regular school curriculum, we will emphasize Spanish because more than 50% of the U.S. population will soon be Spanish-speaking and Portuguese because more than 50% of the city of Fall River is Portuguese-speaking. During the mini-university curriculum, because of the linkage with the peace memorial, Russian, Japanese and German will be available. We fully intend that each child will leave the school at least bi-lingual and with an acquaintance with a third language. Foundations courses in Latin will also be required as support to understanding English Language Arts.

SUPPORT FOR THE CURRICULUM

In addition to the supportive systems described above, we need to emphasize the following issues:

Faculty

Faculty will be chosen with great care. Although our faculty will be relatively small at the onset, we intend to advertise nationally in order to ensure the best possible teachers for our students. We will strive to hire not only some seasoned teachers, but some newer teachers who will add valuable energy to the project and who will be nurtured to provide leadership for the future. During the mini-university hours (approximately 3 to 5 P.M. daily, adjunct faculty will augment the regular faculty. Faculty will be provided planning time on a daily basis during this two-hour time

slot. Teachers will experience continual professional development and we will strive to allow teachers to attain national certification as that national program develops. We will create an Education Institute for all staff which will drive the professional development of everyone who comes into contact with our students. Mentors and volunteers will also be required to go through training sponsored by the Institute. We will hire a floater who will be trained as part of the teaching team and who will have, among other responsibilities, the role of "permanent substitute" when regular staff is not available.

Financial Development

We will strive to create an endowment for the school and we will work with the Citizens Scholarship Foundation to raise money for scholarships for our students. We are currently involved in their The American Dream Challenge program which begins awarding scholarships in the fourth grade in order to ensure a \$1,000 scholarship upon high school completion.

Governance

We will follow the rules of governance as outlined in the Education Reform Act of 1993. We have used the Polaroid Total Quality Management Training for the CEE Board and we will develop a professional development program for the school council which will include Polaroid, UMD and other appropriate linkages. As part of the School Governance's responsibility for community service, we will invite other public school councils to share in our training as appropriate. We shall attempt in cooperation with UMD to develop an ongoing training program for school councils which can then be used as a state-wide model.

Applied Experiences

We intend to have a close relationship with the Bristol County Training Consortium in pursuit of many of our applied goals, particularly those dealing with the SCANS objectives. Our small business chocolates enterprise will be an ongoing applied project for our students and will also serve the mentoring program.

Parents

Parents will play a pivotal role in this process. Not only will parents be involved in the governance (as mandated) but we will integrate parents into all facets of the learning enterprise. We will employ an individual who will be responsible for parental and community involvement and for assisting the principal in keeping all facets of the family learning concept on track. The Coalition has coordinated several Parent Programs at Robeson FLC.

Community

The individual mentioned above also will be responsible for organizing community involvement. The notion that we will promulgate in our school is that learning is a community responsibility and that all of us are responsible. The community must be involved in a variety of ways, not only in a traditional sense like adopt-a-school programs, but in a comprehensive sense like businesses' allowing employees release time in order to participate in mentoring programs. The CEE already has a close relationship with the Chrysler "World of Work" Program which recently addressed a CEE sponsored breakfast for the business community. See flyer in Appendix.

Integration of Health and Human Services

An essential part of our Family Learning Center concept is the integration of health and human services with the curriculum. During the last several years, the literature has made it clear that status of the student's emotional, psychological and physiological self is an important determinant in academic success. The relevant statistics, particularly those articulated by the Children's Defense Fund, indicate that children are at risk because they are not receiving adequate medical and dental care. In addition, children of middle and upper SES families suffer from "affluenza." We believe, therefore, that the term "at-risk" must be broadened to include most children. We intend to address these problems, not by merely referring students to services, but by providing them on site.

First, we will establish a Student Service Center (age appropriate) for each level. We will negotiate with the Department of Social Services to assign personnel to the Student Center. We intend to provide medical and dental services on site. For example, Charlton Memorial Hospital already owns a medical van which we would solicit as a first step in this plan. Several years ago Fall River developed a similar, but less comprehensive program which dealt with public housing development residents, the first of its kind in the U.S. For the Charter School then, we will have a self-contained unit which will provide all medical and social services which our students may need. We anticipate that when our long-range building plans are finalized, we may be able to attract a pediatrician and dentist to house their offices in a part of our building.

Technology

We intend that technologies will be pervasive throughout the Atlantis Charter School and that its impact will be crucial to the school's academic success.

The use of technology will be used both in support of the management of the school and also as an adjunct to the curriculum, and not merely in the traditional way in which technology has been integrated. Our integration will include the use of technology to support children and their families as well as the mentoring network and other community facets of support to Atlantis.

We intend that the management of Atlantis be run as a well-managed business, to include financial administration, human resources systems, etc. All of these components will be managed through an integrated management information system. We are committed to developing and maintaining an institutional data base to serve the learners and the community. Such a data base is important not only in terms of good management but also in terms of accountability and assessment. There must be a system so that the community, the teachers, and learners and their families can tell what is working, how it is working and how to improve it so that it will work better. A comprehensive institutional data base which allows input regarding individual progress as well as group and school progress is crucial to our assessment criteria and our accountability criteria. This data base will serve as an important component to our Atlantis Community Report Card.

Relevant data pertaining to our students and their families, with appropriate security regarding confidentiality will also be a part of the MIS system. We have already developed in our Learning Together Grant at the Robeson Family Learning Center a comprehensive needs assessment survey for children and their families. This survey is an important tool in developing programs for the Center's families. See Appendix.

Working with myriad business and other community organizations regarding adopt-a-classroom and mentoring also requires the accruing of and managing of a data base. Our technology will allow us to manage this information in the same way in which we expect our learners to manage information.

We also expect that our sophisticated system will allow teachers to have access to a variety of sources which will allow them to interact with other teachers and have almost instant resources to curriculum models, etc. For example, we would envision that teachers will be hooked up to the Internet, Prodigy or other networks from which they will derive information. We believe that the efforts which the Commonwealth has made to date in networking school districts deserve full support. We would envision that all the charter schools could be linked on a network for the purposes of sharing all sorts of information. The Charter Schools network could become an early entrance to the information highway to the general public if it were used as a model for the various telecommunication companies as they develop new modes of technology for communication.

Our learners, because our mission is one by which they are taught to learn (as opposed to ingesting large amounts of information via direct instruction) will use computer technology and its information resources as a primary learning tool. They

will become the Rolls Royces of the information highway, whose jobs will be creatures of that information highway. We intend for them to be the guides who can lead others to the maximum use of the information highway of the 21st century.

We are not going to commit ourselves to a ratio of 3:1 in terms of computers to learners, because with the ever-changing computer environment and the endless possibilities for teaching configurations which our curriculum includes, we are not certain what the appropriate ratio would be. That ratio or the specific equipment will be determined as part of our curriculum planning process. We enclose a brochure from the **Technology Lab/Smart Lab** which we believe is an example of an appropriate technological environment for learning. See Appendix. Perhaps each learner should have a laptop computer which would connect with these labs both from another location within the school building or from home. We will be sure that our buildings are wired with fiber optics and make a pledge that our learners will have at their disposal whatever technology is required for their 21st century educational preparedness. We also firmly believe in the merits of virtual reality for a teaching tool in driver's education, among others. This too will be a part of our technological package.

During the planning process, we will establish a group of technological experts who will serve as a resource to Atlantis regarding both aspects of the technology required, i.e. as part of the management system and as part of the curriculum system. Both hardware and software will then be identified as part of the curriculum planning process.

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A research bibliography follows which reflects the various resources consulted in preparation for this proposal.

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11. Student Performance

11. Student Performance

- A. Describe your proposed plan to assess student performance*
- B. What remediation will be available for underperforming students?*
- C. How will the development of skills be measured?*

In many areas of our life, we expect - and demand - high standards. We know their great value. They help bring out the best in us. So does the U.S. Department of Education's brochure "High Standards for All" begin its argument as to why children need high standards. It continues by stating that when we do not hold all students to high academic standards, the result can be low achievement and the tragedy of children leaving school without ever having been challenged to fulfill their potential.

Part of our assessment process will be the definition of high standards. These will include content standards which define what all students should know and be able to do. They describe the knowledge, skills and understanding that students should have in order to attain high levels of competency in challenging subject matter.

Performance standards identify the levels of achievement in the subject matter set out in the content standards. They state how well students demonstrate their competency in a subject.

The Atlantis Charter School will establish high standards because high standards let everyone in the education enterprise know what to aim for. They allow every student, every parent and caretaker, and every teacher, as well as everyone in the community, to share in common expectations of what students should know and be able to accomplish. Students will learn more when more is expected of them, in school and at home. By aligning teacher education, which we will do with our close relationship with several institutions of higher learning like UMD-Dartmouth, Lesley College and Bridgewater, instructional materials which shall be researched by our Education Institute and developed for our marine and aquaculture theme by our teams of teachers, and assessment practices, which will also be developed by all participants in our Family Learning Center, standards will help create coherence in our Charter School's educational practices.

As an Educate America 2000 community, and a member of its OnLine, we have had access to all the various disciplines' national standards as they have been drafted and developed. They are already a part of our Resource Center. These include those in mathematics, science, history, arts, civics and government, geography, English

Language arts, and foreign languages. These national standards will be the driving force in our Charter School standards. We shall adopt them and adapt them to our curriculum needs but we will not change their sequence nor their validity.

The issue of determining how well the student is meeting these standards lies in the realm of individual assessment and how well the school itself is performing. Both of these will be measured comprehensively.

There is no better method of providing information to students about their performance than the feedback from their teachers, whether it be a verbal reinforcement, comment on a paper, a note on the computer mail system, etc. Another form of feedback is self-assessment during the professional development of our staff, we will encourage all to maintain open channels of communication with our students and to emphasize the various methodologies relating to individual assessment. Recall that we want to teach civility as well, so we would expect everyone, including the maintenance staff, to engage in constructive feedback regarding manners, and modeling appropriate behavior.

We will hold parents'/caretakers' conferences frequently. Parents/caretakers will be invited in to meet with the teachers or other relevant staff and we will institute a methodology wherein teachers are expected to visit each student in his/her home at least once during a given year. (Note the Compact).

A portfolio will be kept for each child which will include all relevant reports. Portfolio assessments are not of the report-card type. They include not only material which serve to demonstrate how the student is meeting the school standards, but also will include a plan of work for the next portion of the school year. Parents/caretakers will be invited in to share this report at a face-to-face meeting.

At the "end" of the school year, a major portfolio summation will be undertaken. This will include when appropriate, the student's performance, (both strengths and weaknesses) and plans to address them, in relation to the national and state standards as well.

The Charter School will follow all testing requirements set by the Commonwealth of Massachusetts. Our professional development process, however, will guard against any propensity to "teach to the test."

We will also address the complexities of how working with children of different cultures and races impinges upon our ability to reference "common" standards of assessment. We shall meet the challenge of diversity in the assessment context as well. In other words, we will use developmentally appropriate methods as an indication of the student's growth and one attribute of appropriate shall be the context of the student's life and will take into account, race, ethnicity, SES, etc.

The model which we will adopt regarding assessing student outcomes will most likely follow that one designed by Marzano, Peckering and McTighe (1993), Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model, in which assessment standards are linked to their five dimensions of learning. The portfolio assessment is based on certain standards of evaluation derived from a series of learning objectives. With this model, there is a high level of integration between learning styles and assessment and the focus of that integration is student-centered. Thus, this model is congruent with our philosophy because it emphasizes learning skills and assessments which emphasize higher order thinking and life-long learning.

In terms of remediation for underperforming students, we will, of course, take advantage of programs, like Chapter I, etc. We believe, however, that this particular question is somewhat inappropriate to our philosophy because the constant application of remediation strategies is what the public school system has become and it is this very strategy that gravitates against each child reaching his/her potential. Given our extended school day and all-year-round program, there will be ample time for each student to receive adequate education, thus minimizing the need for remediation in the traditional sense. Given the fact that some students will enter the Charter School when they are eight or nine years of age and have not had the previous ongoing readiness experience of our school, there will be period of "catch-up" time for them. We believe that in our school with the appropriate professional development of our staff, our curriculum and the use of technology, the linkages between family and school and between community and school, and with the integration of health and social services, that remediation in the traditional sense will be an exception. Recall, as explained previously, that any graduate (Initial or Advanced Mastery Certificate) will be remediated within one year of graduation if necessary (See Community Compact).

12. School Evaluation

12. School Evaluation

- A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?*
- B. How will the school establish regular dialogue with parents? With the community?*

As referred to in the previous Section 11, our idea of school evaluation rests on the notion of collective assessment. There will be traditional assessment in the sense that our participation in state testing will provide an overall school comparison with other public schools throughout the Commonwealth.

We intend, however, to apply several other methodologies regarding school evaluation. From the beginning, our charter school will develop an institutional data base, something which the FR public schools do not have. We will carefully accrue data pertaining to children and their families. Because of our experience with the Learning Together Grant, we have already developed a comprehensive needs analysis for families of our students. We have also developed a process for soliciting that information. As an organization, the Task Force has a record of accruing and saving data. We were the lead organization for the City's management information services development and have expertise among our members in that area. The Charter School, then, under the responsibility of the Board of Trustees will develop an integrated management information system so that a comprehensive data base for evaluation will be available.

In order to consistently evaluate our progress toward our Mission, we intend to develop the Atlantis Community Report Card which will enable us to both objectively conduct that analysis and enable us to format it in a way which will be understandable to the greater community. It is our philosophy that it is the community which pays for public education and we must report to them in a comprehensible way because they are the stakeholders in this enterprise. We have established a close working relationship with the Center for Policy Analysis at the University of Massachusetts at Dartmouth relative to the Learning Together Grant. We intend to institutionalize that relationship regarding the Charter School MIS system and concomitant evaluation.

We addressed somewhat the opportunities for dialogue with parents in Section 11. In addition, we intend that there will be a Charter School staff person whose responsibility, among others, will be to support and develop parental involvement in the school. For example, someone is going to have to track the various ways and provide opportunities by which the families volunteer (See Compact.) Dialogue

with the community is also necessary. Given the under education of the Fall River community, there is an endless need to convince the public about the basic value of education. Some of the techniques mentioned under the recruitment and marketing plan for students and their families are also appropriate strategies regarding a regular dialogue. We intend to continue publishing our newsletter; we will speak to service and non-profit organizations; we will use house organs of corporations. Our students' school uniform will be a constant reminder to the community that we exist and what our philosophy is. One of the roles of the Board of Trustees is to make certain that the dialogue with parents and community is regular, frequent, and substantive.

13. Human Resource Information

13. Human Resource Information

- A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What is the targeted staff size?*
- B. How will teachers and administrators be evaluated? How often?*
- C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.*

Our teachers will act as learning facilitators. There follows elements which we will seek in our teachers:

- Individuals who like children, who represent the diversity of the community and who love to teach;
- Evidence of creative and effective teaching;
- Professionalization (commitment to staff development, collaborative team-teaching approaches, cooperative, and open to experimentation);
- Standards of teaching excellence which meet the concept of national certification;
- Commitment to collegiality, willingness to constantly seek curricular changes which are likely to increase student learning;
- Willingness to become knowledgeable about group decision-making and options for staff development, to engage in action research for school improvement and to view change as a "normal" part of an ongoing, organization, evolutionary process;
- Willingness to accept responsibility as a member of a group which is focused on achieving the collective goals of the school;
- Willingness to cope with the stress that accompanies change;
- Someone who has a sense of humor, is nurturing, bright, exciting and has a deep sense of ethics and integrity;
- Someone who embraces technology as endemic to 21st century learning;
- Someone who is a good listener and has a high energy level;

A Note Relative to a Paradigm Shift: We understand that this section deals with the individuals who traditionally are in the "school" as "teachers." Our Family Learning Center Model, however, is an attempt to restructure the growing up experience as it pertains to the education of a child. Our model, then, recognizes that the parents are the first and most important teachers. To that end, then, we intend to make a progressive effort, beginning prenatally (at least with potential siblings of our students) and continuing through the school life of the child, to develop parents as the first and most important teachers. Parents will know that they are part of the curriculum and that success depends upon their involvement. Outreach will include personal contact and programs developed to assist parents as teachers, e.g. the Television Watching Workshop, How to Supervise Homework, Parenting Skills. We will provide adult literacy classes, sponsored by the community college, library etc. or ESL classes, but at the school. In the integration of Health and Human Service Program, we will provide parents with AA, Tough Love, Listening Workshops, Marriage Counseling, or whatever else is needed to provide the appropriate nurturing environment for our students when they are not at school.

The Board of Trustees will select and hire the principal through an open, competitive process that meets affirmative action guidelines, state and federal statutes relative to hiring.

There follows a list of attributes which we consider essential to the principal/directors' position:

- | | |
|----------------------|--|
| Leadership - | inspires teamwork, maintains high morale, directs school toward goals and objectives, helps others learn and develop, has high expectations for all, promotes equity for all students, parents, and staff. |
| Scholarship - | widely read and know how to access information and empirical support for recommendations; keeps abreast of current educational trends. |
| Judgment - | actions and decisions reflect knowledge and common sense. |
| Alertness - | intellectually and intuitively able to interpret and respond to changing situations, problems, conditions, and opportunities as they arise. |
| Initiative - | can originate and develop ideas and get things done. |
| Cooperation - | ability and desire to work with others in a team situation (authority, role and power are NOT paramount considerations). |

- Drive -** continuing urge to improve educational program.
- Self-confidence -** self-reliant and tactful.
- Communication -** can express ideas clearly and concisely as a writer and a speaker.
- Flexibility -** adapts to new situations, is a good listener, is willing to take advice and learn from others, values diversity of ideas, learning styles and abilities.
- Risk-taking -** seeks to explore and try new ideas, not afraid of failure.
- Reliability -** performs according to promise, maintains stability, remains calm and poised under pressure
- Joie de Vivre -** loves children, loves life, is bright, has a good sense of humor, is an optimist

The principal, will in effect, acting as CEO of the school, have the responsibility for selecting teaching staff. The Board of Trustees will work with the principal in developing the criteria for selection, like certifiability in Massachusetts, length of experience for lead teachers on the teaching teams, mix of curriculum areas.

Our goal is to hire wonderful teachers. We may exempt certification with proper waivers if the individual is an excellent teacher. For example, we may seek an individual from business or higher education to teach an interdisciplinary science course, using aquaculture as the theme. This individual may not be "certified" K-6 but may be a great teacher. We want to be able to recruit from the traditional teaching ranks, but we also want to tap into other individuals who have great teaching experiences, but not necessarily traditional school teaching experiences.

We will seek to recruit some of our teachers from national pools. For example, the Troops to Teachers Programs, would be such a resource. We intend to hire local teachers if they meet our qualifications, but we also want a blend of seasoned, energetic, new, and non-traditional learning facilitators in our Atlantis Charter School.

The Charter School enrollment will be 690 students, 125 in preschool grades, 285 in K-2, and 285 in 3-5 for the first year. We shall then expand each subsequent year, starting in 1996, by adding 285 students in Grades 6-8; 1997, 190 students in Grades 9-10; and in 1998, 190 students in Grades 11-12.

For our 1995 opening, the preschool for 3 and 4 year-olds will contain 125 students, five classes with 5 veteran teachers and 5 assistant teachers. K-2 will house three mixed-age houses of 95 students per house with twelve teachers, three teams each with a master, veteran, teacher and assistant. Grades 3-5 will be organized in the same fashion. In addition, there will be specialists, including 2 foreign language teachers, 2 physical-education teachers, 2 music teachers, 1 art teacher, and 1 permanent substitute who will serve the school. Student/teacher ratio is about 16 to 1.

Staffing, in addition to the principal/teaching corps, will include a business operations manager, an MIS director, an after-school director and an individual who will serve to recruit students, liaison with parents and liaison with the business community (mentoring program) and will conduct public relations for the school. There will also be a director for the After School/Coaching/Mini-University Program. Other staff through the HHS Integrate will include two MSWs, a mental health counselor, a school nurse, maintenance personnel, and clerical personnel will be included.

Teachers and staff will be evaluated on an on-going basis, just as the students will be. Diverse types of evaluation will be used, but a reliance on portfolio assessment and peer evaluation (using the basic technique of higher education will be used). It is our intention that during the professional development stage prior to the opening of the school, the teachers' teams will, in fact, under the leadership of the principal/director develop their evaluation/assessment tools. We intend to provide them with workshops regarding self-assessment of classroom techniques, etc. We want the teachers to have ownership of their assessment process which we view as constructive, not punitive. Annual evaluations will be conducted. The evaluation process will be constructed in such a way that it is a step in the contract renewal process.

At this point, we assume that evaluations will be based on various categories of achievement like creativity, classroom techniques, ability to motivate, etc., students meeting national standards, etc. We further assume that rank on a variety of these standards will lead to an overall recommendation for annual contract renewal based on a very high, high, or "no" recommendation.

Staff will be hired on individual contracts and merit will be the driving force of salary adjustments. Tenure will not be awarded. The teachers will be expected to work from 8 A.M. to 5 P.M. and year-round. Their salaries will reflect those obligations. As indicated in our daily schedule, the regular school will stop at 3 P.M. or 4 P.M. Teachers will then have two hours per day to engage in planning, professional development, and carry out their other responsibilities regarding children and their families, whether those responsibilities are academic or social. Professional Development is a leading component of our Education Institute. It is a primary responsibility of what makes our Family Learning Center work. As required by the Education Reform Act, our budget will be focused on staff development. We

intend to train everyone who comes into contact with our students, be they "regular" staff, after-school staff, parents who sit on the Governance Council and who volunteer in other capacities, the business community acting as mentors, our maintenance staff - all of these will be trained so that our message of nurturing, support, motivation and success permeates everyone. One Saturday per month, teachers will be required to attend the Education Institute for further professional development.

Because we are emphasizing a seamless quality to the growing up experience, we intend to have carefully trained interns who will act as substitutes when a teacher is absent because of illness. We intend to foster an institutional relationship with the University of Massachusetts-Dartmouth, Bristol Community College, Bridgewater and Lesley College whereby they will use the Charter School as a location for students' completing their practice. Our experience at the Robeson Family Learning Center through our Learning Together grant has demonstrated that a permanent substitute in the form of a student conducting their practicum results in myriad benefits, both to the education program, the learners and the teacher/student.

The principal/director will have an annual assessment which will be conducted by the Board of Trustees. At the beginning of each year, the Board and the Principal/Directors will engage in a Plan of Action, based on the recommendations of the Governance Council, and other advisory groups, which, from time to time, the Board and or the Principal may constitute to assist with strategic planning. The Principal/Director will then be asked to assess performance in view of the standards of the Plan of Action. That assessment process will then be used as input to the next Plan of Action. The Principal/Director will be required to make monthly reports to the Board on school goals, objectives and accomplishments. The compilation of the monthly reports will produce the annual assessment tool.

Following good business practices, a personnel policy handbook will be developed. Codes of conduct and standards of dress which will be developed as part of the TQM process will be applied to staff as well. Benefit packages will conform to those offered by the FR public school system, but may exceed those. We will fully subscribe to all state and federal statutes pertaining to employment practices. Our business manager will be an individual who is seasoned in personnel practices. We will develop a host of policies dealing with racism, sexual harassment, etc. While our policies in some areas would differ, e.g. salary ranges, we intend to develop a model which exudes values regarding diversity and is a basic humanistic approach to personnel practices.

14. School Governance

14. School Governance

- A. *Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.*
- B. *How will the board of trustees be chosen?*
- C. *Describe the roles and responsibilities of the board.*
- D. *Describe the relationship of the board to teachers, administrators, students and families.*
- E. *Discuss the nature of parental and student involvement in decision-making matters.*
- F. *Describe the nature and extent of community involvement in school activities.*

The Atlantis Charter School Corporation's internal form of management will be one based on the Total Quality Management Theory and Practice as it applies to educational institutions. We have already begun that process because the Coalition for Excellence in Education committed itself to engaging in TQM for the purpose of providing excellent leadership to the Coalition effort. We have a relationship with the Polaroid Corporation, esp. Mr. Charles Lawrence, who ran a two-day workshop for the CEE board during 1993. We have found that Volume 50 Number 3 (November 1992) of Educational Leadership has been particularly influential and helpful as we work toward these managerial principles which we will apply to the Charter School management structure. Some of those values are quoted below and are taken from Kaufman (1992):

1. Be ready for a challenge. Understand that people fear change and that education is made up of people. Proceed with courage, patience and understanding.
2. Create and use a quality system that will collect performance data, and share it with all so everyone can clearly and continuously determine strategies and tactics for improvement.
3. Define the ideal vision of the world in which we want our grandchildren to live. Identify results only; do not include processes, resources or methods.

4. Determine gaps between current results and the ideal vision.
5. Based on the ideal vision, obtain agreement on what would deliver client satisfaction next year, five years from now, and into the next century. Agree on how satisfaction will be measured.
6. Identify results that would demonstrate achievement of steps 3 and 4, and describe how you would measure each. These results might be mastery in courses, skills, knowledge, attitudes and/or abilities.
7. Define the activities that would deliver such results.
8. Identify resources, including people, facilities and funds - that are required to do the activities and deliver the required results.
9. Specify that each person must do and accomplish to make certain that quality results and activities happen continuously.
10. Continue to use the data-based quality system, which objectively and accurately tracks and reports progress, problems and opportunities. The charter school should be revised as required and new opportunities to improve elements of the school should be considered at each step. Improvement should occur steadily without sacrificing successful activities and resources.

The Board of Trustees then is the keeper of the vision. The Governance Council, which shall be composed as mandated by the Education Reform Act, makes recommendations to operationalize the vision. We would place an appropriate number, probably two, individuals on the Governance Council from the Board as community representatives. This would provide some continuity. We also will use John Carver's (1992) model of board behavior as a model. It integrates well with the TQM model. We intend that our Board of Trustees as well as the Governance Council engage in ongoing training through the Polaroid program and elsewhere as appropriate. We must provide a model for the entire school in demonstrating that education is ongoing.

The Education Institute

In our vision of public school reform, the central administrative structure of any school department should be replaced with an Education Institute. Our Board as the administrative structure, then, will be an Education Institute. The intent of the Institute is to adapt the same philosophy of the classroom, i.e. that the process should be one of facilitation and support, rather than enforcement. The Education Institute will be responsible for several different but inter-related programs - professional development, curriculum, institutional integration, technological

advancement and day-to-day administration are the responsibilities of the principal as facilitator; the Board of Trustees will play a supportive role, ensuring community involvement, fundraising for the school's endowment and scholarship foundation, maintaining the Resource Center for Education Reform which will be accessible to all school staff as well as the public at large and assisting whenever needed in developing training programs, especially for itself and the Governance Council. The Board of Trustees will also be responsible for the public relations effort for the school including outreach for student recruitment and family involvement (as we have already done as a Coalition through the Learning Together Grant) and maintaining the collaborative coalition among various elements which support the school's mission. We believe that what distinguishes our proposal for a charter school is not only its unique maritime theme and location, but the new way we envision the separate elements of curriculum, family support, etc. are integrated, mutually supportive and inclusive of the entire community.

It is not enough to state that parental involvement is a part of the process. The Education Institute will be responsible for the Parents Program. This program will encompass upgrading parents' skills for involvement both with their children and the site-based management plan. Some examples of Institute training would include parenting, homework assistance skills, adult literacy, small-group decision-making strategic planning, governance and other issues as needed to facilitate their full involvement in the charter school. The Education Institute helps families fulfill their responsibilities regarding the individual family contracts which are required as admission to the charter school. If an individual student's plan requires that s/he be read to an additional two hours per month, we may have to train some adults in how to read to preschoolers.

The Institute will help business prepare for participation on our Governance Council or advisory councils and in school programs, like reading and life skills programs. It will provide training and orientation for business volunteers who serve as mentors and advocates for the children and provide opportunities for alternative preparation for teacher certification as a prelude to the Professional Development Program, as the Commonwealth continues to evolve into different paradigms for teacher preparation. We intend that as the business community recognizes the value of a world-class learning community our businesses will be active partners and advocates for our charter school as a model for what the public schools in Fall River could be. We anticipate that they will provide opportunities for apprenticeships and community service. We intend that every child within the Charter School will have a mentor. We intend to adopt the Chrysler World of Work Program as a model. We already have a close relationship with that program and its Director Valerie Becker. Chrysler recently spoke at a CEE sponsored breakfast to the business community about the need for school reform and business involvement through mentoring. We also have a mentoring working group established and are hoping to expand it. Quaker Fabric Corporation is the leader and it is already mentoring at the Robeson Family Learning Center under our Learning Together Grant.

The Institute as part of the Board's responsibility will help facilitate the integration of health and social services in the broadest sense. We shall establish student centers for the appropriate age groupings within the charter school, link social service agencies to a physical presence within the school and provide medical and dental services on site. Our lead institutions will be the Charlton Hospital and the Fall River Family Services.

Student Involvement

Because we are dedicated to democratic decision-making, we intend to make students included in decisions as is age appropriate. For example, when we have expanded the school to include the master and advanced master levels, we will include students on the Governance Council as the Education Reform Act requires. (We would behave this way even without the Act.) There are many ways, however, to instill leadership and solicit student input into decisions. We have discussed the issue of the design of the school uniform. We plan to solicit the help of the Fashion Design Department at U Mass-Dartmouth to undertake this project during the 1994-1995 academic year. We would then solicit help from several children who hope to attend Atlantis to be involved in the project. We would also solicit the involvement of various needle trade shops which we would hope to manufacture the goods. The Coalition and Task Force have already been working in a collaborative way for many years and we would continue that value and include students and their families because that is a basic value of the Family Learning Center.

When we obtain our permanent building, we may approach an outside firm to manage the school. This is a potential, but we have no agreements with any such organization at this point in time.

The Board of Trustees of the Atlantis Corporation are duly elected by the Board of the Fall River Regional Task Force Inc. according to the by-laws of both corporations. The role of the Task Force in both the Atlantis and Coalition Corporations is one of parent corporation to its subsidiaries. The Task Force has a long history in the community of nearly twenty years, a fine track record of community involvement and participation; therefore it chooses to structure its organizations in such a way that its good name, credibility, legitimacy and overall excellent reputation can be imparted to new projects.

ATLANTIS CHARTER SCHOOL CORPORATION
BOARD OF DIRECTORS
JANUARY 1994

(Complete résumés in Appendix)

CORREIRO, JOHN R.

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Director of the New England Race and Gender Desegregation Project, former Superintendent of the Fall River Public Schools (1980-1993). Active on many national, regional, and state professional boards, he has also served as Chair of the Charlton Hospital Trustees. He is President of the Atlantis Charter School Corporation. He holds an MPA from the University of Rhode Island.

DUARTE, KENNETH S.

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Broadcasting consultant, is former Vice-President of NBC - Finance and Administration and former managing partner in East Side Film Studios. He is a Director and former Treasurer of the U.S.S. Massachusetts Committee and is Treasurer of the Fall River Regional Task Force, Inc. and Atlantis Charter School Corporation. He holds a BA/BS in Accounting and Management from the University of Florida and Management certificates from Wharton and Harvard.

HARRINGTON, KATHLEEN (R.S.M.)

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Director of the Boyd Center for Child Care and Development. For thirty years, a Sister of Mercy, she has served on the Massachusetts Board of Regents of Higher Education where her interests were in academic affairs and teacher preparation. The Boyd Center was one of the first in the United States to use the ANISA model of early childhood

development. She currently sits on the Board of Bristol Community College among many other volunteer boards. She is Clerk of the Fall River Regional Task Force, Inc. and the Atlantis Charter School Corporation. She is a doctoral candidate at UMass-Amherst.

MARINHO, RITA D.

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Executive Director, for ten years, of the Fall River Regional Task Force, Inc. and its subsidiary corporations, the Coalition for Excellence in Education: FR 2000 and the Atlantis Charter School Corporation. Professor of Political Science and Women's Studies at the University of Massachusetts-Dartmouth. She has a long history of public service including City Councilor in New Bedford, Massachusetts, and First Vice-President of the YWCA of the USA. Owner of a small business on Martha's Vineyard, she received her Ph.D. from Brown University.

PAUL, JULIEN F.

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President of the Fall River Regional Task Force, Inc. and President and CEO of Computer Security Systems, Inc. The founder and CEO of Roma Chemicals, he is also a former member of the UMass-Dartmouth Board of Trustees. A Board member of the Fall River Five Cents Savings Bank, he has held the presidency of every major organization in Fall River, including the U.S.S. Massachusetts, the Chamber of Commerce, and the YMCA. He holds a BS in Textile Chemistry from the University of Massachusetts-Dartmouth.

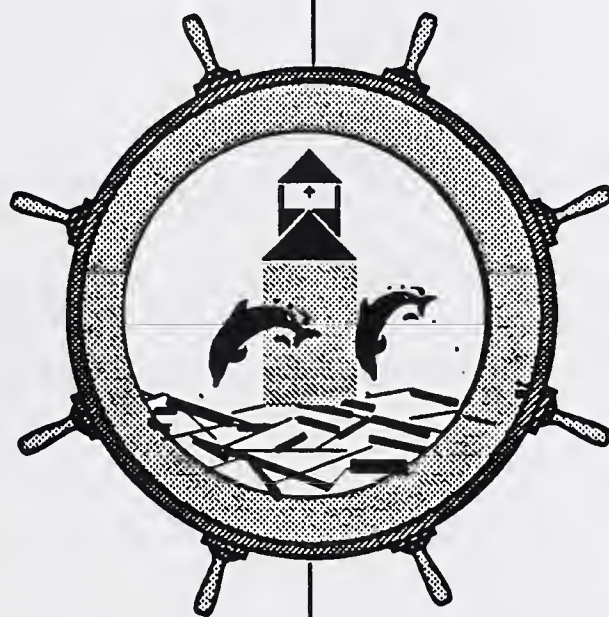
ORGANIZATIONAL CHART

ATLANTIS CHARTER SCHOOL CORPORATION

Governance Council - Charter School

1 Principal/Director 3 Parents
5 Educational Staff 1 Student (age appropriate)
2 Community Leaders (Atlantis Trustees)

1 Facilitator/Liaison (non-voting member)



You cannot discover new oceans
unless you have the courage to lose sight of the shore

Extended Day (8 - 5)
(plus half-day Saturday)

Extended Year (11 months)
(212 instructional days)

695 Students

Ages 3 - 10

15. Building Options

15. Building Options

- A. Describe your present options for a school building.*
- B. Demonstrate how this site(s) would be a suitable facility for the proposed school.*
- C. Discuss any progress or future plans for acquisition of a school building.*
- D. Describe financing plans, if any.*

For a private corporation to secure a building site for a charter school, if they do not own any real estate is a formidable challenge. It is, perhaps, at the same time, our greatest opportunity. When one is trying to break the mold of traditional, outdated schools which are not producing satisfactory outcomes, it logically follows that new curriculum, new configurations of learning, require a different physical plant.

First, whatever building(s) is/are selected or built, there will be conformance to all SBAB regulations, and all local fire and safety codes. For those attributes which may be waived, if necessary, we will apply for waivers. It is not our intent to skirt any laws, including federal, state or local in order to house our charter school.

We have just recently begun to explore potential sites. First we will discuss the short-term plan and then, our longer-term, permanent plan.

As described in Part I, Section 4, we are committed to locating our charter school in close proximity to the Fall River waterfront. That decision follows logically with our school theme, The Sea. There are many possibilities of both long and short-term locations in this area for our charter school.

Short-term

The Marine Museum, located across the street and one block away from Battleship Cove currently has a vacant second floor of 20,000 sq. feet. The State Pier which, in reality, is a huge vacant building which could house several portable classrooms and provide play areas, etc. all under roof - much like a domed stadium. It is also located adjacent to the Battleship. Dave's Beach is an area not on the waterfront, but located on of the large Watuppa ponds. In the past, it has been used as part of the Boyd Child Care and Development Center. The building which includes classrooms, a dining facility and a gym could also be augmented with portable classrooms. It is located on an eight acre site. In addition the old Montessori school is available for purchase or perhaps rental. Although we intend to house preK through Grade 5 in

one complex, we may have to separate the preK population for the first year, although we shall do all we can to avoid that. In addition, there are several other available buildings throughout the city. A synagogue which also houses classrooms, a gymnasium, and other related facilities will soon be for sale. We are just beginning the process of identifying potential sites and it is our first priority after completion of this proposal. (Note time frame - Section 8).

Long-term

Given the relationship with the Fall River Public School System and given the general decrepit state of their building plant, it is highly unlikely that the Atlantis Corporation would be interested in renting or purchasing a building or buildings from the public school system.

One possibility lies in the building at 64 Durfee Street which currently houses programs for Bristol Community College. There are plans for BCC to build a new building on its Elsbree Street Campus to house these programs. Then 64 Durfee Street would be available for renovation or for demolition and a new school for Atlantis built on that site. It is located just two blocks away from the Battleship, is across the street from the armory, one block away from the library and the YMCA.

A Special Note on the U.S.S. Battleship Massachusetts

The U.S.S. Battleship Massachusetts has been berthed on the Fall River Waterfront for some thirty years. During that time, it has received three million visitors making it the most visited tourist attraction in Massachusetts after Plymouth Rock. Originally chartered with an education mission, the Battleship used to receive a Commonwealth grant so that schoolchildren could visit its facilities, which also includes the destroyer U.S.S. Kennedy, the submarine U.S.S. Lionfish, and a P.T. Boat building. This complex of ships contain various exhibits depicting the role of the Navy during the Second World War as well as an extensive museum of memorabilia. Its Scouting Program includes overnight camping, a program which is beloved by its participants and often characterized as the experience of "sleeping inside a toy." But the Battleship, in reality, is not a toy. It is testimony to historic events and values which offer a unique learning experience for the children of today. Beyond the Peace Institute and its role in the Humanities curriculum which we have described under the Curriculum Section, there is another role for the Battleship regarding the School's building.

The Battleship is a self-contained structure which housed approximately 5,000 men during its commissioned status. There are all sorts of facilities including a kitchen and cafeteria, barber shop, pastry shop, print shop, welding/machine shop, hospital, dentist, shoe repair - the list is almost endless. While, some of these facilities' uses are outdated, the space is there. Under John R. Correiro's superintendency, the Battleship was considered as a site for an "alternative" high school. Ideally, we

would envision the campus of our Atlantis School to be located on the waterfront with several buildings, meeting specific learner's requirements. For example, preschoolers and young children could not use the Battleship as a Family Learning Center. But certainly our 12 to 13 year olds and older could. We want to break the mold by not conceptualizing merely one building as the Atlantis Charter School - we want to use the waterfront and contiguous areas as the campus. Several buildings (including the Marine Museum and the Battleship) would serve as pivotal components of that campus idea. Image the quantitative teachers creating geometry projects using navigation charts and doing it on the main bridge of a battleship which is now part of a peace institute because the world order has changed! Image tracing the routes of the Portuguese explorers by comparing estimates through sextant operation vs. computer analysis on board the bridge! How exciting distance, rate and time problems might be! (Instead of those two tired old trains leaving Chicago and New York for their ill-fated collision).

We also envision the Battleship and as ideal site for our applied skills component. Boat-building workshops and marine science and aquaculture laboratories as well as other types of labs would be housed on board the ship.

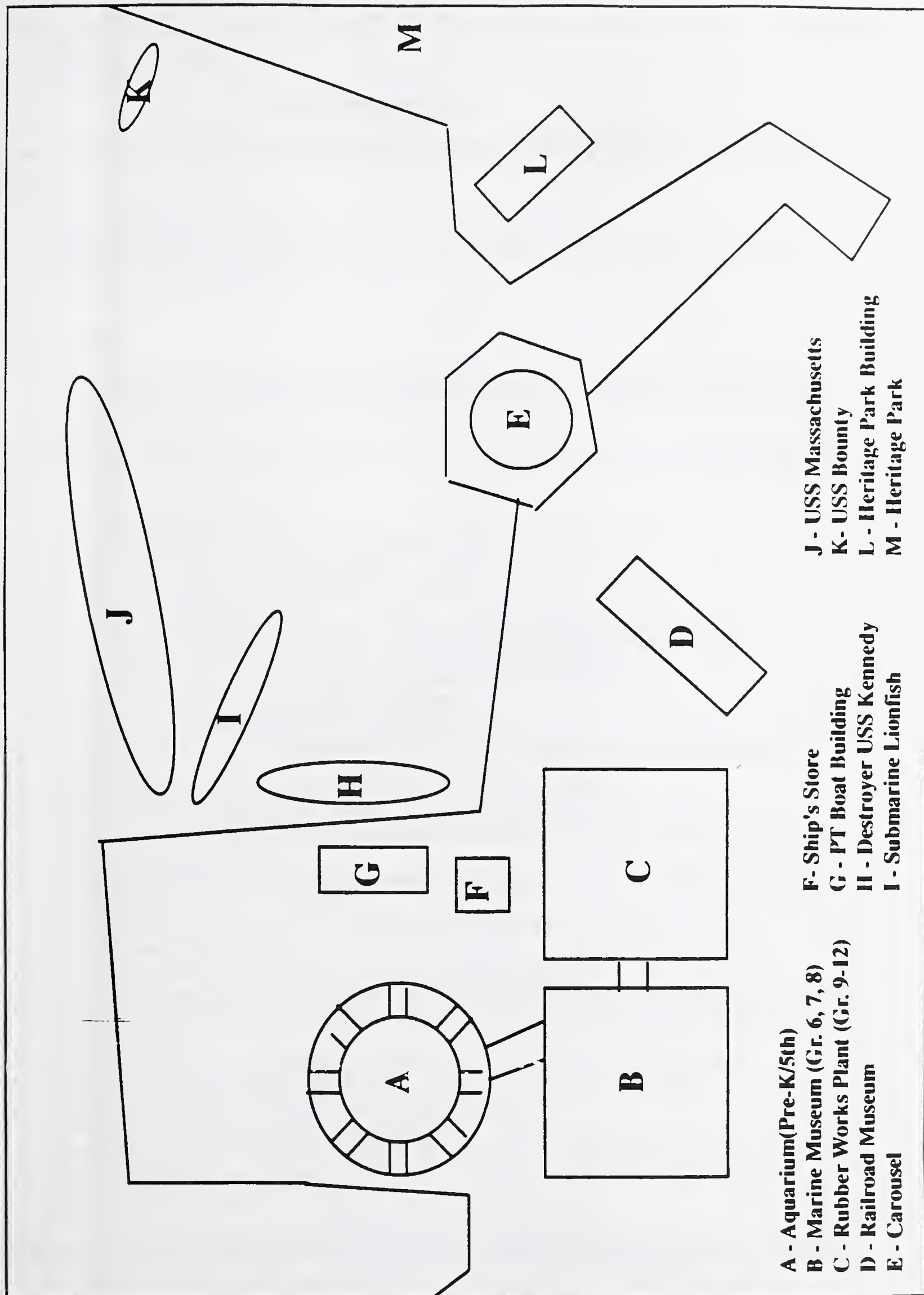
Our ultimate plan would consist of a campus, located at the waterfront. That campus would consist of the use of present buildings/facilities with some new facilities which, together, would constitute the physical space for the Atlantis Charter School.

For the Pre-K through grade 5 level, we envision an aquarium, centering a building to which there are attached various facilities for that level of our school. The aquarium would have a public entrance and the learners' facilities would surround the aquarium. Moving to our next level, 6-8, we would use the Marine Museum as the centerpiece. Its second floor would be used for some facilities. A third facility for the 9-12 level would be joined with the Marine Museum. And, of course, the centerpiece for the upper levels would be the Battleship Massachusetts, as explained above. These would all be located near each other; perhaps the clever architects could join them by a series of bridges. The Heritage Park Facility is also close by. There follows, at the end of this section, an artist's rendering of the waterfront. We have indicated on that rendering where the Atlantis complex would be located. We also include a rendition of what the complex buildings might be like.

Given the state of technology, all of our classrooms and their supportive components and people can be networked to each other, so the idea of a "building" in the traditional sense is not our goal. We obviously need different structures for different age groups and we will establish appropriate ones. Our proposal, however, is based on the idea of a campus which is linked technologically and academically, depending on the uses and development and needs of the learners. (See graphic rendition which follows.)

As we view it, the issue with the school building, regarding either renovations and/or building a facility, rests not only with the availability of a building (Fall River has many available buildings in the downtown area and near the waterfront which could be suitable for a school), but what policies the state is going to promulgate in terms of state assistance, e.g. SBAB funds available for construction, renovation and what mechanisms the state could bring to bear on recalcitrant cities and towns to allow charter schools as public funds to tap into the public funds for school buildings purposes.

The Waterfront Atlantis Charter School Campus



Appendix

JOHN R. CORREIRO

16 Belmont Street
Fall River, MA 02720
(508) 678-1224

EDUCATION

1970 Master of Public Administration - University of Rhode Island
1961 Bachelor of Arts - Humanities-Education, Merrimack College, North Andover, MA
1953 Graduate - B.M.C. Durfee High School

SPECIAL TRAINING

1990-92 School Based Improvement Projects - Leadership Training Program for Massachusetts Superintendents, funded by Geraldine Dodge Foundation.

Residential colloquium and seminars have included presentations by and interaction with the following educational leaders:

- "Reinventing Leadership"
Thomas Sergiovanni, Trinity University, San Antonio, Texas
- "Leadership and a Changing Society"
Gladys Muniz Hannon, President, Cara, Inc.
- "Leadership and Risk Taking",
Jerry Patterson, Superintendent, Appleton Area School District, Wisconsin
- "Leadership for Change - Superintendents and Restructuring"
Richard Elmore, Professor, Harvard Graduate School of Education
- "Leadership And The Learning Organization"
Peter Senge, Sloan School of Management, MIT
- "Leadership Personnel Management And Collective Negotiations, Possibilities And Constraints"
Susan Moore Johnson, Harvard Graduate School of Education
- "Union As Partners in Restructuring: Lessons From Experience"
Peter McWalters, Superintendent of Schools, Rochester, NY (Now Commissioner of Education, Rhode Island)
- "Promoting Organizational Change Within the Unique Setting of Schools: Strategies For Success",
Chris Newell, Director of Organizational Development and Training, Lotus Development Corporation
- "Curriculum for the 21st Century: Trends, Needs, Solutions",
Willard Dagget, Director, Division of Occupational Education Instruction, State of NY
- "Leadership and Curriculum Change: District Level Strategies Plans and Building Level Empowerment"
Leroy Hay, Assistant Superintendent, East Lyme Connecticut Public School
- "Shared Decision Making In The Larger Context of School Improvement"
Jon Saphier, President, Research For Better Teaching
- "Outcomes Based Curriculum And Instruction"
Larry Rowe, Deputy Superintendent, Johnson City New York Public Schools
- "Developing Leadership Capacity In Middle Managers: The School Superintendents' Role As Chief Executive Officer"
John P. Kotter, Professor of Leadership, Harvard University
- "Lessons From Implementing TQM In A Business And School Setting"
David Southworth, Vice President Southworth Co., W. Springfield MA
- "Organizational Self Management And The Administration of School Systems",
J. Richard Hackman, Professor of Social and Organizational Psychology - Harvard Business School

SPECIAL TRAINING - Continued

- 1985 Institute for Computers in Education - Nova University - Outreach Program for superintendents of schools in Southeastern Massachusetts and Rhode Island to move school districts to the next level of computing; get control over the growth process develop a direction for long-range planning; establish contact with other concerned leaders; and access the best of current practices throughout the country.
- 1980 The AASA National Academy for School Executives - Certificate of achievement for successful completion of all requirements of the academy program in Improving Personal Skills.
- 1980 Adult Educators' Workshop - Division of Continuing Education and Community Services, Bristol Community College, Fall River, Massachusetts.
- 1974 Clinical Workshop Individualized Guided Education m- Fitchburg State College in conjunction with the Institute for Development of Educational Activities of the Charles F. Kettering Foundation, Dayton, Ohio.
- 1973 Intensive Summer Institute - Bank Street College, New York (Role of the Principal of an Elementary School as an educational leader)
- 1973 Portuguese-English Bilingual Institute - Brown University, Providence, Rhode Island.
- 1973 Educational Program Audit Institute - New Orleans, Louisiana. (Sponsored by the United States Office of Education.)
- 1966 Community Action Institute - New Haven, Connecticut. (Training in Community Action, Manpower, Health, Education, Neighborhood Centers.

EXPERIENCE

- 9/80-Present Superintendent of Schools, Fall River, Massachusetts
- 1980 Director - National Assessment and Dissemination Center for Bilingual/Bicultural Education, Lesley College, Cambridge, Massachusetts.
- From 1975, overall responsibility for organizing, implementing, supervising and directing the above center which published and disseminated educational materials in 13 languages nationwide. Principal responsibility for dissemination in 21 states, Puerto Rico and the Virgin Islands.
- 1971-75 Director - Bilingual Education, Fall River Public Schools.
Responsible for overall program of both mandated Massachusetts Transitional Bilingual Education and Title VII, ESEA
- Organized budgeted, staffed, supervised and directed both. Responsibilities included curriculum development, identifying and managing facilities, equipment, etc.
- 1967-72 Director/Teacher-in-Charge, Fall River Public Schools.
English -As-A-Second Language Program.
Responsibilities same as above.
- 1964-68 Director, Neighborhood Youth Corps, Fall River Public Schools.
Organized, staffed, supervised and directed U.S. Department of Labor Work Training Program for disadvantaged youths ages 14-21.

EXPERIENCE - Continued

- 1964-65 Research Assistant to the Superintendent, Fall River Public Schools.
Responsible for collecting, analyzing and presenting data for organizing community action program and Fall River Public Schools federal projects.
- 1963-64 Teacher, Grade 6, Brayton Avenue School, Fall River, Massachusetts
- 1963 Substitute Teacher, Junior High School Level, Fall River Public Schools
- 1971-80 Adjunct Faculty, Department of Social Sciences, Bristol Community College, Fall River, Massachusetts
- 1975 Adjunct Faculty, Rhode Island College, Bilingual Education Department
- 1961-63 Editorial Staff Reporter, Fall River Herald News
- 1963 State Staff Reporter, Providence Journal and Evening Bulletin.

RELATED EXPERIENCE

- 1982-Present Governor's Advisory Committee on Chapter II, Block Grants.
Elected Chairman 1985. Term expired 1990. Continue as member
- 1979-Present Massachusetts Advisory Council on Transitional Bilingual Education.
Appointed by the Massachusetts Board of Education. Chairman from 1979-1991
- 1980-84 Member, Advisory Board, National Clearinghouse for Bilingual Education.
Rosslyn, Virginia
- 1978-79 Secretary, National Association for Bilingual Education.
(elected in national election)
- 1981 Chairman, National Association for Bilingual Education 10th Annual International Bilingual Education Conference.
Appointed by National Association for Bilingual Education Executive Board.
- 1977-80 Lesley College Planning Team, Member of college administration group responsible for long-range planning and setting of institutional goals
Appointed by the College President.
- 1979 STEP Steering Committee, Student Teaching Exchange Program, Lesley College and Bradford College, Bradford England.
- 1979-80 Advisory Board, Education/Communication Program, Lesley College Graduate School
- 1979 Coordinator, Third National Title VII Bilingual Education Management Institute, held at Hyatt Regency Hotel in Washington, D.C. for more than 800 project directors.
- 1978 Coordinator, Second National Title VII Bilingual Education Management Institute, Hyatt Regency Hotel, Washington, D.C. for more than 800 project directors.
- 1979 Coordinator, State Education Agency Institute held for state directors of Bilingual Education from 21 states, Puerto Rico, and the Virgin Islands, Copley Plaza Hotel, Boston, Massachusetts.
- 1976 Coordinator, State Education Agency Institute held at Holiday Inn Cambridge, Massachusetts (same as above).

RELATED EXPERIENCE - Continued

At various times I have been guest lecturer at Harvard University, University of Massachusetts Dartmouth, Rhode Island College as well as a panelist at Holy Cross, dealing with urban education issues.

I have presented seminars and workshops for the North Carolina Department of Education, Albany New York Public Schools, Massachusetts Association of Urban Superintendents, Massachusetts Association of School Committees, the New England Multifunctional Resource Center at Brown University, and The New England Center for Equity and Language Minorities.

AWARDS

- 1983 Portuguese American of the Year - awarded by "O Journal" Portuguese Weekly Newspaper.
- 1983 Service Award, March of Dimes.
- 1980 Outstanding Achievement Award, Portuguese Youth Cultural Organization.
- 1967 Selected as one of 40 outstanding young men of Massachusetts by Massachusetts Jaycess.
Distinguished Service Award, Fall River Jaycess.
- 1969 Elected to membership in Pi Sigma Alpha, National Political Science Honor Society: Gamma Epsilon Chapter, University of Rhode Island
- 1969 C.Y.O. Youth Service Award, Fall River, C.Y.O.
Youth Leadership Award, presented by the Fall River Lodge of Elks
Certificate of Appreciation, Somerset-Swansea (Massachusetts) Kiwanis Club.
Certificate of Commendation, Massachusetts Association for Mental Health, Inc.
Distinguished Service Award, Swansea, Massachusetts Teachers Association.
Distinguished Service Award, National Association for Bilingual Education.

AFFILIATIONS

STATE

- Member of Massachusetts Association of School Superintendents
- Member of Executive Board 1986-1992 (M.A.S.S.)
- Member of Governor's Task Force on Chapter II Block Grants
- Member of Massachusetts Advisory Council on Transitional Bilingual Education
- Member of Harvard Round Table
- Member, Superintendents Advisory Group, To Massachusetts Attorney General

REGIONAL

- Member of New England Superintendents' Leadership Council
- Member of New England Association of School Superintendents
- Member, Superintendents' Board, Programs for Higher Learning Potential, Southeastern Massachusetts University (Chairman 1989-1991)
- Member, SHEEO (State Higher Education Executive Offices), Bridgewater State College

AFFILIATIONS - Continued

NATIONAL

- Member of Interstate Migrant Education Council
- Member of American Association of School Administrators

LOCAL

- Trustee, The Fall River Five Cents Savings Bank
- Corporator, The Fall River Five Cents Savings Bank
- Chairman, The Fall River Five Cents Savings Bank Board membership Committee
- Member, Charlton Memorial Hospital Board of Trustees (Past Chairman)
- Member, Office of Economic Development
- Lantern Society, United Way
- Member, Regional Employment Board
- Represented the Fall River Public Schools on an educational assignment in Portugal for 21 days in May-June 1969. Project included study of Portuguese educational systems in both the Azores (St. Michael and Terceira) and numerous conferences were held with civic, education, government, and church officials. Study was funded by U.S. Office of Education after approval of State Department
- Represented the Fall River Public Schools at numerous conferences:
 - St. Louis, Mo; New Orleans, LA; Washington, D.C.; New York City; Philadelphia, PA;
 - Paducah, Kentucky; Boston, MA; Sacramento, San Francisco, San Jose, San Diego, Berkeley, CA; and in many communities throughout the New England area.

REFERENCES

Furnished upon request

KENNETH S. DUARTE

500 Rivet Street
New Bedford, MA 02740
(508) 992-2663

EDUCATION: 1964-1965 University of Houston, Houston, TX

1969-1973 BS-BA Accounting, plus one year graduate work in Management.
University of Florida,
Gainesville, FL

EXPERIENCE: 1989-1992 Partner
Elegance of Martha's Vineyard
Edgartown, MA

Responsible for all aspects of small retail operation.

1986-1988 Licensee/Partner
WOST-TV (Independent)
Providence, RI

1983-1985 Manager/Partner
East Side Film & Video Company
New York

Developed all non-technical systems to establish top-ranked studio for commercial production (Wendy's "Where's the Beef"; Michael Jackson's Pepsi; Burger King; Kellogg's)

1981-1983 Director of Finance
National Broadcast Company, Inc.
New York
NBC Radio

Budgets, mergers and acquisitions, labor negotiations, company policy, training, strategic planning, management audits, responsible for annual executive meetings, established Women in Management Program

1980-1981 Director of Finance
National Broadcast Company, Inc.
New York
NBC-FM Radio

1979-1980 Manager for Business Affairs
WKOX NBC
Chicago

1978-1979 Business Manager
WKYS NBC
Washington, D. C.

1977-1978 Business Manager
WTOP Outlet Broadcasting
Washington, D. C.

1973-1977 Assistant Business Manager
WDEO AM/FM/TV Outlet Broadcasting
Orlando, FL

1965-1969 U. S. Air Force
United States Golf Team
Honorary Discharge

RELATED ACTIVITIES:

Established Broadcast Credit Association -
Orlando

NBC representative to Washington Board of
Trade - D.C.

NBC representative, panelist to National
Association of Broadcasters

Treasurer, Board of Directors U.S.S.
Massachusetts Memorial Committee

Treasurer, Board of Directors, Fall River
Regional Task Force, Inc.

LEISURE ACTIVITIES:

Golf, winner Caribbean International (4
times), Hong Kong Invitational, Bahama
Invitational, Snowbird Invitational (top
amateur event in USA)

Duplicate Bridge, Tennis, Chess

REFERENCES: Available on request.

Kathleen Harrington, R.S.M.
52 Illinois Street
New Bedford, Ma. 02745

2028 Rodman Street (Business)
Fall River, Ma. 02721
(508) 675-2628
(508) 995-1638

SUMMARY OF QUALIFICATIONS

- Director/Administrator - Child Care Delivery System
- Teacher - Preschool, Elementary, College
- International/National Education Experience
- Mass. & R.I. Certifications: Teacher, Principal, Supervisor
- Coordination elementary reading programs
- Adult basic education
- Proposal/Grant writing
- Interagency-Coordination
- Fiscal-Management responsibilities

EDUCATION

- B.A. Political Science/Education, Salve Regina College, Newport, R.I.
- Ed.D. (Candidate) Human Potential, University of Ma. Amherst, Ma.
- Licensed Certified Social Worker, Commonwealth of Mass.
- Director II - Certified, Massachusetts Office for Children

EDUCATION AWARDS

- Political Science Club Award - Six month internship in Political Science on Capital Hill, D.C. 1966-1967, given to top student in Political Science Department.
- Graduate Research Assistant - on site coordinator for Center for Study of Human Potential, University of Massachusetts, Amherst - Implementation of ANISA Model - sponsored by American National Institute for Social Advancement.
- Educational Policy Fellow - Washington, D.C. 1975.

RELATED EDUCATIONAL EXPERIENCE

- Sisters of Mercy Workshops in Personal Growth & Development, Consultation Services Center, Albany, N.Y. Education Policy Board.
- Leadership Certificate, J.F.Kennedy School of Govt. Harvard University
- Education & Social Service Ministry- Honduras, Central America.
- Education & Enrichment, Cairo, Egypt.
- Lecturer/Presenter - O.M.E.P. World Conference on Early Childhood: Venezuela, Germany & London.
- Early Childhood Education Training & Development - London, England.
- Parents Involved in Pediatrics, Brown University Medical School.
- Consumer Justice Education - Department of Attorney General, R.I.
- Maternal & Child Health Studies, Boston University School of Public Health.

COMMUNITY AND PROFESSIONAL INVOLVEMENT/MEMBERSHIPS

- Massachusetts Board of Regents of Higher Education
 - Administration & Finance Committee
 - Academic, Faculty & Student Affairs Committee
 - Teacher Preparation Task Force
- Greater Fall River Area Chamber of Commerce
 - Board of Directors.
 - Partnership 21 (Education Reform for the 21st Century).
- Fall River Regional Task Force - Coalition for Excellence in Education - Early Childhood Committee.
- Combined Health Appeal
 - Board of Director.
- Needle Trades Action Project, Fall River, Ma.
 - Board of Director/Clerk.
 - Chairperson - Child Care in Industry Committee.
- Fall River Housing Authority
 - Public/Private Partnership Program/Day Care in Housing.
- Fall River Office of Economic Development
 - Employer Supported Child Care Committee.
- Fall River Family Resource Center/Homeless Shelter, Fall River
 - Board of Director.
- Fall River Five Cents Savings Bank - Corporator
- People, Inc., Fall River
 - Human Rights Committee, Chairperson.
- Governor's Commission of the Status of Women/Child Care in the Workforce.

Rita Duarte Marinho, PH.D.
A/K/A Rita Moniz

Current Position

Professor of Political Science
University of Massachusetts Dartmouth
North Dartmouth, MA 02747
(508)999-8371

Personal

Born 10/11/42
Who's Who in America - 1991
Owner-Elegance of Martha's Vineyard - Woman's clothing
store

Education

PH.D. in Political Science, Brown University
(1979)
Major Field: American Government and
Politics
Major Field: Social Science Methodology
Minor Field: American Foreign Policy
Dissertation: A Comparative Micro-
Analysis of Portuguese Ethnic
Political Behavior: New Bedford,
Massachusetts and Providence, Rhode
Island

M.A. in Political Science, Brown University
(1975)
B.A. in Political Science, Southeastern
Massachusetts University, summa cum
laude (1974)
Minor: Education

Attended George Washington University,
New Bedford High School, with highest
distinction,
College Curriculum
Classical Preparation

Academic Honors

Senior Research Fellow, Center for Policy
Analysis
University of Massachusetts Dartmouth
1985-1989
Brown University Fellowship
Southeastern Massachusetts
University Dean's List
National Honor Society
Jonathan Bourne Essay Prize
National High School Poetry
Anthology
(Best of 160's)

Current:	<u>Executive Director, Fall River Regional Task Force, Inc.</u> On a consulting basis, directs activities of privately funded group of community leaders. The Task Force is a public/private coalition which functions as a resource to facilitate the identification of and solutions to community problems and issues. Professional responsibility for reorganizing municipal government. Coalition for Excellence in Education F.R. 2000-Comprehensive restructuring of public school system
1988-Present	<u>Professor of Political Science</u> Teaching responsibilities include Fundamentals of Political Behavior Politics and Media, Ethnic Politics, Quantitative Methods Sex Roles and Politics. Woman as Citizen
1982 - 1987	<u>Associate Professor Political Science</u> Promoted from Assistant with only four years in rank
1981-1983	<u>Administrative Director of Women's Studies</u> Responsible for budget proposals, five-year plan and implementation, liaison with academic departments, advising students, attending conferences, supporting integration of curriculum, hiring faculty, writing newsletter, planning brochures, grant-writing, attending chairperson's meetings, setting overall policy of program with faculty and students
1982-1983	<u>Special Assistant to the President</u> Representing President at various functions, answering correspondence, reviewing legislation and setting priorities for political activities, proposal writing in areas like Office of Institutional Research, organizing and administering task forces on student recruitment, enrollment and retention, liaisons with departments and deans on behalf of the president, giving counsel on general University policy, primary responsibility for internal crisis management
1978-1982	<u>Assistant Professor of Political Science UMD</u>
1978-1980	<u>Assistant Professor of Political Science, UMD</u> Teaching Associate, Brown University
1978-1980	Director UMD-CETA Evaluation Project. Overall administration of evaluation of Title I and Title II programs for City of New Bedford and City of Fall River Consortium. Supervision and training of interviewers, coding

1978-1980	Con't:	data, data analysis, writing reports, budget preparation and supervision, liaising with planners at consortia and Department of Labor state personnel .
1977-1978		Teaching Associate, Brown University Teaching Assistant, Brown University Visiting Lecturer, UMD Director, UMD-CETA Evaluation Project
1976-1977		Teaching Assistant, Brown University Computer Consultant, Brown University Liaison with Computer Center for Political Science Dept assisted students for Computer related activities (SPSS)
1975-1976		Teaching Assistant, Brown University
1975		Summer Tutoring and Substitute Teaching in New Bedford Public Schools (K-12) including Bi-Lingual Program (Portuguese)
1974		Taught typing to Enrichment Classes
1966-1972		Identification Role - Wife and Mother
1964-1966		Public Relations, New England Telephone Service Representative - responsible for customer relations, record-keeping for billing purposes and taking equipment orders
1961-1964		Administrative Assistant to President, D.C. Transit System, Inc., Washington, D.C. Functioned as a social secretary, planning social events, from small dinners to hundreds, supervising menus, floral arrangements, service personnel, etc Office of the General Counsel, D.C. Transit System Inc Lesser & Lesser Attorneys, Washington, D.C., secretary.
1960-1961		D.C. Office Equipment, Co., secretary George Washington University, PBX operator

PUBLICATIONS/PRESENTATIONS

- Ethnicity and Political Behavior: The Portuguese of New Bedford" Center for Portuguese Speaking World Conference - UMD 1976
- "Ethnic Identity, Political Organization and Political Structure" APSA Panel and Harvard Discussion Papers, publ (with Ann Howitt) 1976
- "Party Activity in Elections at the State Level: The Case of the Rhode Island General Assembly" - Northeastern Political Science Assoc. 1977
- "Lobbying Strategies for Women" - U.S. Dept. of Labor Panel, New Bedford, MA 1978
- "Feminism and the Elected Official" - Discussant, American Political Science Association Panel 1978
- "The Changing Portuguese Family" - Tifereth Israel' Lecture Series 1978
- "Introducing Material about Women into the Political Science Curriculum: the Case of Brown University" - APSA/WCPS Panel 1979
- "Women's Issues in the Brown Curriculum" - Chair, Brown University Spring Colloquia Panel 1979
- "The Meaning of Citizenship in a Federated System" - APSA/NEH Panel 1980
- "The Politics of the Portuguese in America" - twelve articles, Portuguese-Times, Inc., pub. 1981
- "The Presidential Selection Process: Sorting out the System" - UMD Faculty Lecture Series (with John Carroll) 1981
- "Portuguese Women in the United States" - Speaker, First Conference on Portuguese Women 1981
- "Massachusetts Silver-Haired Legislature" - Council of State Govts., pub (with John Carroll and Jack Fyock) 1981
- "Teaching in a Non-Academic Setting" - APSA NEWS, publ (with John Carroll and Jack Fyock) 1981
- "Azoreans in America: Political Assimilation" - Atlantida, pub. 1981

"The Portuguese-Americans: Politics and Ethnic Groups Series, Speaker, Symposium, University of Rhode Island	1981
"The Politics of Sex Equity in Higher Education" Speaker, Symposium APSA Panel	1981
"Sexual Harassment in Higher Education" - Chair, APSA/WCPS Panel	1981
"Party Politics and Ethnicity" - Northeastern Political Science Assoc. panel	1981
"Ethnicity in American Politics" - APSA panel, discussant	1982
"Restructuring the Presidential Selection Process" - New England Political Science Association (with John Carroll)	1982
"Gender-Balancing the Political Science Curriculum" - APSA NEWS, pub	1983
"Race, Ethnicity and Gender" - APSA panel, Chair	1983
"The Heckler/Frank Race: The Impact of Gender on the 1982 Election" APSA/WCPS Panel (with Jean Coyle)	1983
"Ethnic Politics and the Political Process" book manuscript Accepted for publication by Atlantida pub. for Portuguese edition	1984
"The Portuguese of New England" - Symposium -Speaker, Nichols College	1984
"Race, Gender and Class in American Politics" WCPS APSA panel, discussant (unable to attend because of hurricane)	1985
"Political Scientist" in Elective & Appointive Office American Political Science Association panel discussant, Washington, D.C.	1985
"Impact of Incentive Aid Grants on Local Government" New England Political Science Association panel, Chair	1986
"Public-Private Sector Relationships in Local Government" -New England Political Science Association-Boston, MA	1987

PROPOSALS/RESEARCH IN PROGRESS

*CETA Proposals for City of New Bedford/Fall River	1978
* CETA Proposal for City of New Bedford	1979
White House Fellowship	1979
New Bedford Public Schools Chapter 636	1979
* CETA Fall River Proposal	1979
CETA Balance of State Proposal	1979
CETA New Bedford Fall River, Brockton Proposal	1980
Citizenship and Community Integration (with John Carroll and Jack Fyock) National Endowment for the Humanities	1980
CETA Balance of State Proposal	1980
* NEH/Schlesinger Library Project UMD-Dartmouth, Ma. Public Libraries and New Bedford YMCA to develop a series of programs around the theme Women and the Community	1981-2
NEH Summer Research to study the integration of the Portuguese in a New England town setting	1983-4
* Wheaton Project for the Balanced Curriculum UMD team participation Served as Chair 1983	
Monograph or Series of Papers 'The Politics of Reorganization' accruing data based on Fall River Regional Task Force, Inc.	current
NEH Museum Grant to establish a museum regarding the history of local women in conjunction with New Bedford YMCA	1987
* For the City of Fall River: Incentive Aid Grants from Commonwealth's Executive Office of Communities and Development-totaled \$500,000	1985-88
Fall River Regional Task Force - *Mass Dept of Education Award	1989
*Accepted	

PROFESSIONAL/PROFESSIONAL DEVELOPMENT ACTIVITIES

Women's Caucus for Political Science Membership Chair (1979 to 1984) - conducting membership drives, mailings, computerizing lists, membership campaigns, reports, liaison with officers (membership increased from 70 to 500+ during tenure)	1976-82
Northeastern Political Science Association Committee on the Status of Women	1977-1982
Nominated for committees of the American Political Science Association Committee on the Status of Women	1982
Committee on Education	1983
Committee on Ralph Bunche Award	1988
American Political Science Association Professional Development Program - Teaching Political Science	1980
Suffolk University - Grantswriting Program	1980
Providence Human Relations Commission Conference on Sexual Harassment	1980
Women's Caucus for Political Science workshop on Writing Book Reviews	1980
APSA/NEH Ethical Issues Seminar - Citizenship One of twenty political scientists selected nationally to participate in this seminar	1980
Broad Fields Proposal (with Toby Huff) Developed an Applied Social Science Curriculum, a program in Criminal Justice and a program in Public Administration	1982-1987
APSA Women's Studies Integration Workshop	1982
Broad Fields proposal (with Toby Huff) To develop software for use on microcomputers relative to teaching social science concepts	1983
Women's Studies Integration Workshop - SACHEM/UMD Co-organizer	1983
Computer Fluency Workshop - UMD	1983
APSA Women's Studies Workshop Feminist Theory and Women in Politics	1983

Wheaton College - Toward a Balanced Curriculum Women's Studies Conference (UMD chosen in national competition, served as team leader)	1983	
SPSS-X Computer workshop - Boston	1983	
Wellesley College Mellon Seminars - Women's Studies and the Social Science Curriculum (selected as one of twenty scholars in New England, and the only political scientist selected) Topic: Integration of Black Studies/Women's Studies	1983-1984	
Series of Management Seminars sponsored by A.B. YWCA on Women and Power, women in the the Workplace, Stress Management	1984-1985	
Series of Management Seminars sponsored by City of Fall River regarding range of administrative skills	1985-1986	
Women's Studies Integration of Curriculum Seminar Wellesley College	1985	
Nominated by Women's Caucus for Political Science to American Political Science Association Committee Hubert H. Humphrey Award	1985	
UMD - SPSS Workshops	1985	-
Freshman Year Orientation Conference - Univ. of South Carolina	1985	
UMD Freshman Orientation Workshop by the media in Presidential elections	1985	
Word Processing Workshops - UMD	1985	
Women's Agenda Conference, Des Moines	1986	
Nominated by Women's Caucus for Political Science to American Political Science Association Committee Ralph Bunche Award	1986	
CAWP - Conference of Senate State Legislation, San Diego	1986	

CONSULTING ACTIVITIES

1977-1979

Director of UMD-CETA Evaluation Project at Southeastern Massachusetts University

1978

Member of Ethnic Advisory Board sponsored by Tifereth Israel Synagogue. Invited to participate because of expertise regarding Portuguese ethnicity

1978-present

New Bedford Standard Times. Have been consulted and have written several articles and op ed articles on a variety of subjects including Portuguese ethnicity, violence against women, Equal Rights Amendment, sexual harassment, etc.

1978-1980

UMD-The Siren. General consultation about women's issues and subject of article about returning to college after a ten-year hiatus

1978-1980

The Providence Journal. Consulted periodically over an eighteen month period. Portuguese political behavior

1979

Yale School of Organization and Management. Experience on the New Bedford City Council used as a case study for graduate seminar

1980

UMD Goals and Priorities Committee. Conducted data analysis of university-wide questionnaire, including coding data, programming, analysis and report writing

1980

Fall River Herald. Consulted regarding the use of polls by the media in Presidential elections.

1980

Massachusetts Silver-Haired Legislature. Speaker regarding coalition-building during statewide training workshop. Assisted in development of evaluation questionnaire

CONSULTING ACTIVITIES

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1980

WE Decade. UMD Career Counselling. Speaker during workshop on careers for women in government.

1980-present

UMD Torch. Interviewed for several articles pertaining to Presidential elections, campus politics, campus issues like returning students, etc.

1980-1981

Westport Women's Club. Speaker regarding role of media in Presidential elections. Role of Portuguese ethnicity in local elections.

1980-1982

WBSM Radio Station. Conducted a weekly radio program editorial writing, interviewing guests, etc.

1981

WBRU -- Brown University Radio Station. Part of series which focused on civil liberties and the press. Emphasis included impact of Reagan Administration on same. Other participants included Archibald Cox, etc.

1981

Displaced Homemaker's Conference. Speaker at regional workshop meeting.

1981

Consulting for Mayoral candidate in large city. Included developing survey instruments, organizational structure, media themes, etc.

1981

Greater New Bedford Magazine. Interviewed on the subject of women and politics in Greater New Bedford area.

1982

New Bedford School Department. Consultant to Special Education Task Force regarding surveying and statistical analysis of results.

1982

Rhode Island Women's Political Caucus - Developed and conducted statewide survey in Rhode Island. Developed questionnaire, trained and supervised interviewers, coded data, wrote programs and conducted data analysis

1982

University of Massachusetts Dartmouth - President's office - Save UMD campaign, leading consultant in establishing strategies and implementing tactics in convincing state legislature to fund university budget during state fiscal crisis - wrote original proposal with organizational structure, had primary role in all phases of day-to-day operations

1982-1983

City of New Bedford - Special Consultant to the Mayor - Primary responsibility for establishing all procedures for department heads regarding FY84 budget and compiled budget for presentation to City Council - Acted as liason with Community Development office and department heads

1983-1984

Coalition Against Sexist Violence - Primary organizer of vigil march and media consultant - Dozens of interviews with press, local, regional and national - Conducted dozens of radio programs throughout the country - Also acted as liason with television networks; NBC, ABC, CBS, PBS for programs like Today, Good Morning America, Nightline, etc. - Also acted as liason with print press and national magazines like Time, People Magazine, etc. - Appearance on Sunday Morning, Inside Story, Crossfire, etc

1984-present

Fall River Regional Task Force, Inc. - Executive Director of group of community leaders who act in public/private coalition to facilitate identification and solution to community problems and issues

1984-Present

- Fall River Regional Task Force
- Government Reorganization,
- School Buildings Needs Update
- Mis, School Buildings Oversight,
- Municipal Employees Training etc
- School Bond Referenda Campaigns

1984

Polaroid Corporation - Conducted workshop on Economic Future of Women

Bristol County Legal Secretaries Association - Women and Power

1986

Women's History Week - Consultant to Fall River Educator's Association

1986

Reactor to Keynote Speaker - SACHEM Conference

1985-present

Center for Policy Analysis - UMD - consulted regarding strategy and planning on a variety of projects

1986

Fetteiberg Corporation - marketing survey questionnaire

1989

Lisa Ben David Tax Collector - Campaign

1990

Channel 13 political analyst

UNIVERSITY ACTIVITIES

1976-1978

Convenor of graduate students, Dept. of Political Science, Brown University

1977-present

Chair, Political Science Grants Committee, primary responsibility of administering overhead funds, tracking travel paid through grants, etc.

1977-present

Responsibility for programming and data analysis pertaining to student evaluations. Also includes writing of summary reports.

1978-present

Center for Portuguese Speaking World Acted as Chair, 1981-1993 General administration of Center. Planning activities, receiving dignitaries, liaising with Portuguese Cultural Foundation and other groups, Portuguese Consul, community groups. Established annual exhibition of Portuguese handcrafts at Tisbury Museum, and cultural outreach via lectures, films etc. to Portuguese community on Martha's Vineyard.

1978-1979

University Curriculum Committee. Represented Social Science Academic Council in reviewing curriculum changes which have university-wide impact.

1979-1984

UMD Faculty Senate. Representative of Social Sciences. Participant in range of decisions pertaining to academic integrity of university.

1979-1985

UMD Women's Studies Program. Administrative Director, 1981-1984. General administration of program, attending chairperson's meetings, personnel decisions, brochure supervision, Freshmen orientation activities, assisting in curriculum development, attending professional conferences, assisting with curriculum integration writing newsletter, liaising with various groups, etc.

1980-1982

Honorary Degrees Committee. Chair, 1980-1982. Surveying university community for nominations, organizing committee decision-making process. Liaising with Commencement Committee, Board of Trustees, etc.

1980, 1981

Student Organization Advising. While not a formal advisor to any group, I have been called upon by the Political Science Association, the United Nations Association and other groups for advice.

1980

WUSM radio station. Election night coverage of Presidential election.

1981

First Year Orientation. Acted as an academic advisor for the Department of Political Science.

1981

Political Science Department Curriculum Revision (with Jean Doyle). Primary responsibility for revising curriculum of department. Project was one semester in duration and resulted in the introduction of a minor, a coherent advising process, cognate courses for concentration and introduction of 200 level topical courses as well as an honors program and general revision of course requirements. Guided department to adopt a general education philosophy and skill requirements for students as well as a formal policy on withdrawals and plagiarism.

Rita Duarte Marinho, Ph.D.
A/K/A Rita Moniz

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1981, 1982

Pi Sigma Alpha. Responsibility for physical arrangements for installation of new members.

1981, 1982

President's Rape and Security Task Force. Member of task force which developed internal procedures pertaining to assaults, sponsored self-defense instruction, helped to establish escort service, sponsored educational workshops, etc.

1982

President's Ad Hoc Task Force. Member of small group (7) of faculty which developed several proposals including Computer Literacy Program, Honors Program, Guest Lecture Series, Essay Competition, etc.

1982-1984

University Chairpersons Group - representative of Women's Studies

1982-1983

UMD Commencement Chair. Overall responsibility for commencement, integrating activities from invitations, mailings, luncheons and overall supervision of other related activities, including budget and selection of speaker. Drafted Commencement protocol.

1979-1986

Commencement - Have attended UMD Commencement (except 1985)

1982-1983

UMD Community Week. Member of committee and participant through Center for Portuguese Speaking World. Organized exhibit and arranged for drama troupe from Portugal to perform.

1983

Search and Screen for Dean of Faculty. Member of committee representing Social Science Academic Council.

1982-1983

Computer Literacy Group - member of group establishing concept of computer fluency/literacy for university

Rita Duarte Marinho, Ph.D.
A/K/A Rita Moniz

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1982-1984

Department Evaluation Committee - member of department committee responsible for peer evaluations for tenure, promotion, etc.

1982-1983

Presidential Assistant Program - one of five faculty chosen from competition to participate in professional development program as assistant to the President of the University

1982-present

Advisor in Special Program of Arts and Science to Liberal Arts Majors

1983

Worker Education Task Force - member of group which reviewed television curriculum for University credit.

1984-1985 (on leave)

Executive Board - UMD Center for Policy Analysis

Speaker - Pi Sigma Alpha Honor Society Installation

1985-1986

UMD representative to Sachem (appointed by President Brazil)

Freshman Orientation Advisory Council

Freshman Orientation Task Force

Search and Screen - Dean of Arts and Sciences

Center for Portuguese Speaking World Advisory Board

Search and Screen Committee for Portuguese Scholar

Represented Women's Studies on College Chairperson's Council

Social Science Academic Council

University Academic Council

1985-86

Special Advisor - Advising Center

Freshmen Orientation

UMD Center for Policy Analysis Advisory Board

Tutor Training-Writing Center

Parents Orientation

1986-87

(On Sabbatical Spring 87)

Freshmen Orientation Advisory Council

Freshmen Orientation Task Force

Search & Screen - Dean of Arts & Sciences

Center for Portuguese Speaking world Advisory Board

Social Science Academic Council (Fall 86 only)

University Academic Council (Fall 86 only)

UMD Center Policy Analysis Advisory Board

Training Tutors - Writing Center

1987-88

Search and Screen - Director of Academic Computing Center for Portuguese Speaking World Advising Board

UMD Center for Policy Analysis Advisory Board

Political Science Dept. Evaluation Committee

Training Tutors - Writing Center

1988-1989 (On Medical leave Spring 89)

Pi Sigma Alpha - Advisor

Social Science Academic Council Center for Portuguese Speaking World

Honorary Degree Candidate Hostess

Support Women's Center Funding - Student Senate

1989-1990

Pi Sigma Alpha - Advisor

Social Science Academic Council

Honorary Degree Candidate Hostess

Center for Portuguese Speaking World

Women's Center/YMCA Liaison re March on D.C.

Rita Duarte Marinho, Ph.D
A/K/A Rita Moniz

1990-1991

Pi Sigma Alpha Advisor
MFT Political Action Committee
Cultural Diversity Committee

1991-1992

Pi Sigma Alpha Advisor
Social Science Academic Council
Special Advisor Liberal Arts Majors
Ad Hoc Group on State of the University
Interview on "Horizons" - University Cable

TEACHING

Brown University

Women and Politics

University of Massachusetts Dartmouth

Introduction to American Politics
American Political Parties
Political Behavior
Politics & Media
Quantitative Methods for Political Science
Ethnic Politics
Sex Roles and Politics
Women in Contemporary Society
Woman as Citizen
Freshman Orientation
Fundamentals of Political Behavior

Nathan Mayhew Seminars (Summers on Martha's Vineyard)

Women in Contemporary Society
women's Political Issues
American Politics Through Fiction
Politics and Media

COMMUNITY SERVICE

New Bedford Public Schools Needs Assessment Task Force

1973-
1977

This group on which I was a community representative was responsible for setting goals, priorities and behavioral objectives for the city-wide system. It was mandated by state law presented a comprehensive report to the School Committee.

Young Women's Christian Association

1976-present

New Bedford YWCA Board of Directors (1976-present)
1st Vice President (1982, 1984)
2nd Vice President (1981)
National Convention Chair (1982)
Membership co-chair (1981)
Special Supper Chair (1980-1982)

National Board YWCA of the USA (1982-1985) First
Vice Pres. 1985-1988, 1988-1991
Chair-ERA Referendum Committee
Member of Committee on Management Information
Systems, Tribute to Women in International Industry,
Constitution and by-laws, Leadership Development
Center Program, Task Force on women's Issues Research
Program, Commission on Constitution, Search & Screen
for National Executive Director, National Association
Reviewer, National Labor & Personnel Committee,
Executive Committee, Officers Council
Co-Chair National Support Task Force

Highlights as 1st V.P.

Chair - 726 Committee (supervision \$2 million construction project)

Chair - NWEF-YWCA Project - heading coalition of 15
Women's groups to train women to run for public office

CHAIR -

Institute for Public Leadership

Represented YWCA to Secretary of Labor Brock regarding YWCA-Dept of Labor
National Training Grant

Meeting with Women's Soviet Committee November 1986 in Moscow

Labor Negotiating team for National Board

Institute for Public Leadership/Single Sex Issue

Representing President at various national Meetings

The National Board of the YWCA of the USA sets policy and implementation
strategies for an organization of two and one-half million women and girls. It is
composed of seventy-five women who are selected competitively and who have
outstanding organizational and decision-making skills as well as a deep
commitment to the elimination of racism and sexism.

Democratic Party

1976-1980

New Bedford City Committee (1976-1984)
Ward Five Treasurer (1976-1980)

Massachusetts ERA Speaker's Bureau

1976

On behalf of coalition, spoke to various groups on behalf of
passage of Equal Rights Amendment to state constitution.

Martha's Vineyard Duplicate Bridge Club 1976-current

Co-founder and director of tournament bridge club associated with American Contract Bridge League. Responsible for organization maintenance

New Bedford Area Office for Children 1977-1983

Board of Directors
Vice Chair (1980)
Chairperson (1981-1982)
Office for Children is state-mandated advocacy group for implementation of social policy regarding welfare of children in Massachusetts

International Women's Year Parliamentarian 1977

Acted as organizer for area selection convention and as parliamentarian and teller for election at regional meeting

Governor's Task Force on Mental Health 1978

Nominated by Mass. Municipal Association to Governor's Task Force on Civil Service Reform

Southeastern Mass. Health Systems Council 1978

Women Elected Municipal Officials 1978-1979

Subcommittee on Statistical Profiles

Impacto Hispano 1978-1979

Board of Directors

New Bedford City Council * 1978-1980

Ward 5 Councillor, Chain, Ordinance Committee, Chain, Fishing Industry Committee, Chain, City Directory Committee; Co-Chair, Emergency Snowstorms Committee Member, City Property, Finance, Tourism, Solid Waste Disposal, Audit

*Only New Bedford candidate ever endorsed by Mass. Women's Political Caucus (1975, 1977, 1979)

Department of Social Services Regional Board Nomination 1979

American Cancer Society Ward 5 Chairperson 1979

Rita Duarte Marinho, PH.D
A/K/A Rita Moniz

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Feminine Forum Radio Program WBSM-New Bedford

1980-1982

A weekly two-hour radio program with a feminist magazine format. Conducted interviews and talk-in. Holder of FCC Broadcasting license

New Bedford High School Class of 1960 Reunions

present

As permanent chairperson of reunion I am responsible for overall planning and coordination of all activities at five-year intervals, and keeping addresses current during interim

NAACP

1981-present

Member of Martha's Vineyard NAACP. In 1980 conducted a day workshop on lobbying for NAACP regional conference

Coalition Against Sexist Violence

1983-present

Founder of coalition in response to gang rape in New Bedford, media spokesperson, member of media task force. Have participated in countless radio, television, newspaper, magazine interviews on both the subject of rape, and the question of Portuguese ethnicity in this particular case

DIMAN Regional Vocational High School

1985

Graduation speaker

June 6

Keynote Speaker

1985

State Conference on Women, Auburn, ME

New Bedford High School Class of 1960

1985-Present

Scholarship Endowment Fund

Organized and Elected President-collect to raise \$50,000 by

2005-\$50,000 pledged by 1987

Insurance Women of SE Mass - Speaker

2001

Lifeline Learning Center-Speaker

1986

Charlton Memorial Hospital Advisory Board

1987-Present

Harbor Services, Inc. Board of Directors

1987 - 1989

Chair, Labor Negotiations Committee

Member - Ways & Means

Speaking Engagements - YWCA throughout nation

1987-Present

SAVE, Inc

1991-Present

Letters of recommendation may be solicited from the following

Donald E. Walker, Superintendent (former
President of UMD)
Grossmont Community College District
Grossmont Drive
El Cajon, CA 92020

Claine T. Carney
Board of Trustees
University of Massachusetts Dartmouth
N. Dartmouth, MA 02747

Tish Cope, former Dean
College of Arts & Sciences
University of Massachusetts Dartmouth
N. Dartmouth, MA 02747

Glendora M. Putnam, President
AWCA of the USA
726 Broadway
New York, NY 10003

Elmer E. Gonnweiller
Department of Political Science
Brown University, Box 1844
Providence, RI 02912

Fall River Regional Task Force, Inc.

*64 Durfee Street
Fall River, Massachusetts 02720
(508) 672-1821*

*Julien F. Paul
President*

*Rita Duarte Marinho
Executive Director*

HISTORY AND ORGANIZATION

The following summary of the development and structure of the Task Force is offered as a reference for both continuing and new members and as a springboard for reflection and discussion.

FOUNDING

The Task Force was activated in 1974 on an unincorporated basis among a small group of business executives as a forum within which serious community concerns could be identified and addressed. Richard W. Kelleher, then Director of Fall River Operations for Aetna Life and Casualty, was the originator of the group. Although he was President of the Chamber of Commerce at the time, Kelleher believed that there was a need for an independent organization to focus attention on broad community problems and issues.

Donald H. Ramsbottom chaired the Task Force through its first two formative years. During that period, two conclusions emerged that proved critical in establishing the identity and direction of the organization.

It was determined in late 1976 that, in order to be effective, the Task Force would have to incorporate a broad cross section of community leaders from both private and public sectors. In early 1977, the group focused upon the interdependence of the public and private communities as a primary concern. The conviction took root that community problems in the uncertain environment of the 1980's could be successfully addressed only through better management of the combined resources of the two sectors.

During 1977, the present form of the Task Force took shape. Membership was expanded to include chief executive officers, or their equivalents, from business, labor, governmental, financial and educational institutions. Joseph H. Feitelberg was chosen as President.

The Task Force offered itself as a community resource, an offer quickly accepted when newly-elected Mayor Carlton M. Viveiros asked the group to provide a financial profile of Fall River at the outset of his administration. Other government-related projects followed with the result that the major focus of the Task Force has since that time been on public problems and issues.

As its activities intensified, the Task Force was organized on a more formal basis. In April 1979, it was incorporated as a non-profit entity under Chapter 180 of the General Laws of the Commonwealth. Initial officers and directors of the corporation were Joseph H. Feitelberg, Donald H. Ramsbottom, Clifford R. Carlson, Donald A. Bogle and Donald E. Walker.

In January 1982, Jack W. Fyock, Associate Professor of Political Science at Southeastern Massachusetts University, was engaged for a two-year period as Executive Director. An office was established at 154 North Main Street, and in March 1982, the Internal Revenue Service granted tax-exempt status.

In February 1984, Rita Marinho, Professor of Political Science at the University of Massachusetts-Dartmouth, was engaged as Executive Director. She continues in that position on a consulting basis, for the Task Force and its subsidiaries, having returned to her professorship in 1985.

MEMBERSHIP

The By-laws provide that Task Force members at their annual meeting establish the number of members and elect them for a one-year term. During the 1989 by-laws revision, qualifications for members were established.

Although there are no ex-officio memberships, from its onset, the Task Force has drawn its membership from among the top officers of leading private, public and non-profit institutions, and from organized labor. Early on as a practical matter, individual membership was primarily dependent upon holding positions in formal organizations; more recently, that is no longer the case.

While there is some minor fluctuations, historically the Task Force has numbered about fifty members. Banking interests have represented about 25% of the membership, unions about 19%, public sector 12%, manufacturing 6%, education 10%, insurance and real estate 6%, medicine and law 8%, utilities 2% and others about 11%.

FUNDING

Task Force activities are funded entirely privately through cash contributions of members and area firms, groups, and organizations, and through the donation of the services of members and non-members. During its first several years, Edwin A. Jaffe chaired financial development; more recently, ~~Julien F. Paul~~ had that responsibility.

Each year, donations to the Task Force have increased. The current average is approximately \$50,000, with several foundations contributing to the organization.

The bulk of Task Force resources is represented by the time, energy and expertise donated by members and non-members in carrying out the group's various undertakings. By nature, it is impossible to precisely quantify the value of thousands of dollars over the past several years. The ability of the Task Force to bring such resources to bear has been a critical asset and a continuing challenge.

STRUCTURE

The membership which meets at least quarterly constitutes the basic governing body of the Task Force. Operationally, the affairs of the group are directed and conducted through a structure of officers and committees. A Board of Directors provides overall direction and support for staff activities and Task Force projects.

The various studies and projects of the Task Force have been executed through a series of ad hoc committees and subcommittees. This format has been a useful approach in that it permits each committee to be tailored to its current project. This use of committees allows the Task Force to incorporate interests and expertise represented within the membership. These ad hoc structures are the basic working units of the Task Force; they perform the necessary research and analyses, formulate a course of action, and develop specific recommendations. Reports then flow back through the Board to the membership.

To recapitulate, the Task Force is an independent entity which is constituted as a privately-funded non-profit corporation. Members are drawn from the leadership of public and private institutions and from organized labor. The Task Force is thus a genuine public/private coalition or partnership which functions as a community resource to facilitate dialogue among the various interests, to focus attention on problems, and to work toward their resolution.

PURPOSE

The Task Force was organized originally to fill a pressing need in Fall River. The City suffered a prolonged depression resulting from the loss of its economic base as the world's leading textile center. When the Task Force was formed, signs of a reversal of decades of economic decline and stagnation were appearing. What was lacking, however, was an energizing center, a catalyst which could bring the disparate, often isolated and mutually suspicious community interests into a constructive dialogue about common concerns. The Task Force was organized to meet that need.

As the process has unfolded, however, the Task Force has come to fill several different but complementary roles:

1. The group continues to serve as a kind of neutral arbiter, bringing together private and public sector leaders to identify problems, air and reconcile differences and forge consensus solutions.
2. The Task Force serves as a resource, a source of expertise and leadership that seeks to respond, within the group's limitations, to requests for assistance from governmental bodies.
3. The Task Force functions as an independent critic of government organization and performance. We are not just a neutral resource. Rather, the Task Force undertakes its own analyses and exercises its own judgment about issues and problems.
4. The Task Force undertakes action programs. This is the key characteristic which distinguishes this organization from countless other reform groups. All are no doubt only

too familiar with the usual scenario in which a committee of notables undertakes to study a problem and ultimately, amidst a flurry of publicity, makes some, often good, recommendations. The only discernible result, however, is that another largely unread and unimplemented report gathers dust on a shelf. The Task Force determined that it would seek to avoid that fate by following up its analyses with serious efforts to see its recommendations implemented.

STRATEGY

The Task Force has chosen to maintain a relatively low profile, to occupy a neutral middle ground between the executive and legislative branches, and to remain, as an organization, politically neutral and uninvolved.

For each project or issue the Task Force has undertaken, whether by invitation or at its own initiative, the operative strategy has been to involve and consult with all affected parties, gradually evolve a consensus as to directions, formulate specific recommendations, and to work with the appropriate, responsible officials to effect implementation.

Ancillary to this general strategy, the Task Force has assumed a number of operating characteristics which are worthy of note:

- a) Independent: Since the Task force is privately funded from a relatively large number of sources, no single interest or institution exerts disproportionate influence over the group's direction. Every effort is made to avoid becoming identified with any particular public or private institution, and the Task Force takes no part in local partisan or electoral politics.
- b) Legitimacy: The Task Force has become an increasingly credible presence in the community by virtue of the diversity and stature of the membership, by proceeding methodically on the basis of facts, by attempting to act in the best interest of the whole community, as it understands the community, and by a willingness to follow up through the difficult and time-consuming stage of implementation.
- c) Patience: The practice of involving and consulting the full range of interested parties in Task Force projects results in a pace of forward motion that is often very slow. The virtue is that the Task Force is able to maintain good working relationships with a wide range of institutions and individuals; and when a consensus is reached, it is genuine.
- d) Temporary Organization: The Task Force may be thought of as a temporary organization. Since membership is based upon leadership position, there is some fluidity in the body as those leaders change. Also, the practice of using subcommittees as the basic project working units means that changing sets of individuals become at different times intensively involved with the group's activities.

Other characteristics of the Task Force might be noted, but these seem the major ones in terms of the relationship between operating style and organizational effectiveness. Whether these individually and collectively are assets or liabilities is left to the reader's judgment.

PROJECTS AND ACCOMPLISHMENTS

Perhaps the most important accomplishment of the Task Force has been to realize the primary objective of those who were actively involved in the organization's genesis. The Task Force has been effective in creating and sustaining a projective working relationship among private and public sector leaders, and in serving as a communications network linking the various community interests and groups.

Following is a chronological listing of Task Force projects and accomplishments:

1978 Completed an in-depth financial profile of Fall River government entitled "An Advisory Report to Mayor Carlton Viveiros as of January 1, 1978," March 9, 1978. Study done by the Bankers' Financial Advisory Group, chaired by Donald Bogle, and with the assistance of SMU (now UMD)'s College of Business and Industry as a cost to the Task Force of \$2,500.

One of the recommendations of the above report was that an external auditor be engaged to audit the City's financial records. The firm of Coopers and Lybrand was selected and has audited annually, beginning with fiscal year 1978. Their audit process includes a Management Letter.

1979 Completed comprehensive analysis of City's administrative structure entitled "The Organization of Fall River Municipal Government: Analysis and Recommendations," June 12, 1979. Study done by Donald E. Walker, and with the assistance of SMU's Political Science Department at a cost to the Task Force of \$8,900.

1980 Issued report "Review of the Fiscal Year 1980 Budget of the Fall River School Department," March 26, 1980. Analysis performed by Coopers & Lybrand at a cost to the Task Force of \$12,500.

Adoption of an ordinance and a Special Act by the General Court of Massachusetts (the state legislature) providing for establishment of a Board for the Department of Public Works, as recommended by the 1979 Organization Report. Ordinance developed by the Implementation Subcommittee chaired by Edwin A. Jaffe.

Development of an ordinance and a Special Act removing, by attrition, certain department head positions from Civil Service lists, and providing for their employment by contract. Ordinance was approved by City Council and Mayor, but the Special Act failed approval in the General Court. Effort was under the auspices of the Implementation Subcommittee.

Development of a model employment contract by Implementation Subcommittee.

Task Force committed to partially subsidize the position of Special Assistant to the Mayor for a period of two years at a cost of \$4,900.

1981 Implementation Subcommittee developed two ordinances, one providing for the position of Personnel Director and the other for the position of City Administrator, as the 1979 Organization Report recommended.

1982 Introduced in City Council, an ordinance providing for establishing a Personnel Department and a Personnel Director. This involved an intensive effort, headed by Joseph H. Feitelberg and included the active participation of municipal labor union officials and the Chairperson of the Council's Ordinance Committee. The ordinance won approval on two occasions by 6-3 votes.

Analysis of the City's automated data processing needs and development of a strategy to meet those needs. This major effort has been the responsibility of the Municipal Computer Program Subcommittee, co-chaired by Thomas J. McGarr and Frederic C. Dreyer, with assistance of Charlton Memorial Hospital data processing and administrative staff members. Upon its recommendation, the City engaged the firm of Ernst and Whitney to perform a needs assessment and develop an RFP for service bureau applications.

1983 Implementation of the Ordinance for the position of City Administrator.

Implementation of the Ordinance for the establishment of the office of Personnel Administration. Robert L. Connors, the city's first Personnel Director, was hired in early 1984.

Analysis of the structure and administrative procedures pertaining to the Department of Public Works. The City Council passed a consolidation ordinance which established a lay board over the department. In addition, the Task Force undertook an analysis of administrative procedures throughout the municipal bureaucracy in order to enhance management efficiency and accountability.

Analysis of the building needs of the School Department was undertaken. This major study was developed by the Subcommittee on School Building Needs co-chaired by Eileen Farley, President of Bristol Community College and Patrick O'Neil, former head of the Diocesan Schools. In early 1984, the School Department implemented Phase I of the plan.

The City entered into a contract with Fulcrum to provide software needs to its data processing effort. The City also purchased a PRIME computer to meet its hardware needs. Since April 1983, the City has been engaged in training and implementing various components of its data processing plan. The Task Force has provided various forms of consulting expertise through its Subcommittee on the Municipal Computer Program.

1984 Rita Moniz, Professor of Political Science, at UMD, was hired as Executive Director. Jack W. Fyock resigned that position to become Vice President at J & J Corrugated Box Corporation.

Analysis of the Silva Reorganization Plan. This major ongoing effort, headed by a Subcommittee on Reorganization, co-chaired by Joseph H. Feitelberg and Jack W. Fyock, has responded to requests from both the Mayor and City Council to assist the city in implementing a major reorganization of City government. A personnel analysis was developed to provide elected officials with a bottom-up analysis of reorganization impact. The Task Force was also instrumental in linking the City's reorganization effort with sources of expertise at UMD's Center for Policy Analysis.

Completed its work on the School Building Needs Study by giving testimony at School Committee hearings and suggesting structure of methods for School Department implementation.

Developed, in cooperation with Bristol Community College, a series of training workshops in management and computer literacy for City personnel. METO (Municipal Employees Training Opportunities).

Ongoing analysis of the impact of reorganization on City departments.

Assessment of the City's computerization effort approximately 18 months into implementation.

1985 Ongoing analysis of the impact of reorganization on City departments. This included the development of hundreds of job descriptions, evaluation of workflow and communications flows within departments.

In conjunction with UMC and BCC and the Fall River Firefighter's Association, discussions regarding the development of a baccalaureate program in Public Administration.

Further development with UMD Center for Policy Analysis to establish internship programs for students and professional personnel with the City of Fall River.

Further assistance to the School Department in implementing the School Building Needs Study. This included serving on a small advisory group to the Superintendent and assisting with the development of the Committee structure pertaining to site selection as well as finance.

Developed on behalf of the City, several grants for training, the feasibility of a centralized garage operation, the centralization of purchasing, as well as for state assistance in the funding of additional professional personnel with the new restructuring plan. Ultimately the City received approximately \$500,000 from these grants from the MA Department of Communities and Development.

Developed the rationale and issued a feasibility report to the Mayor regarding a Municipal Employee Classification Plan.

Developed a report for the Superintendent of Schools regarding the history of school bond issue elections.

Monitored the City's computer capabilities and developed a structure for an Office of Management Information Services, including Task Force members' reviewing applications for the position of MIS Director.

Organized and developed a Municipal Employees Training Advisory Group (METAG). This group in conjunction with the Task Force and professionals from BCC developed a comprehensive curriculum for the training of municipal employees, including the start of the Municipal Management Association's curriculum. This was the first time that the national program had been administered on-site to a city.

Completed its work on the School Building Needs Study by giving testimony at School Committee hearings and suggesting further structures of implementation.

Developed in conjunction with Bristol Community College a series of training workshops in management and computer literacy for City personnel.

Continued analysis of the impact of reorganization on City departments.

1986 Massive orientation program for City employees regarding reorganization. The Task Force developed literature and its director personally conducted the training for more than 1000 workers.

Developed a schedule for reorganization with the Chair of the City Council Subcommittee on Reorganization and the City Clerk, and monitored same.

Developed for the City a major grant (approximately \$100,000) under the Commonwealth's Urban Management Program; monitoring and implementing same.

Continued to advise and support the Municipal Employees Training Advisory Group.

Assisted the City with various aspects of Personnel Classification.

Monitored the implementation of the School Buildings Needs Study and assisted the Superintendent when asked.

Worked with City departments regarding workspace allocation and design

Maintained the internal integrity and viability of the Task Force as an organization.

1987 Reorganization

Finalized legislative process with City Council regarding reorganization ordinances; final approval in City Council with more than 150 ordinance changes on January 14, 1987 (9-0 votes).

Worked with Olney Associates, City Administrator and City Budget Director regarding implementation of Salary classification plan. Implemented.

Continued to meet with various department heads and division heads regarding revised administrative practices under newly reorganized departments.

Worked with Commonwealth's Office of Communities and Development and City Administrator regarding implementation of Urban Management Program grants relative to reorganization, i.e. work-space study, cross-training of employees, etc.

Resource to UMD's Center for Policy Analysis as it continues to work on various studies for the City.

Developed government guidelines for Municipal Employees Training Advisory Group; developed guidelines for educational assistance program and employees recognition program for Municipal Employees Training Opportunities Program;

Developed and continued to work with METAG and Bristol Community college for bi-monthly municipal employees training workshops.

Worked with Management Information Systems regarding different aspects of City's computerization effort.

Drafted employees performance appraisal program guidelines for city.

Began initial draft of employees handbook for City.

Provided resources for hiring process regarding prospective City managers.

School Building Needs:

Accrued data and worked with public and private sector regarding site acquisition for new Henry Lord Middle School.

Developed strategy for public discussion of school buildings issues with resultant Fall River Herald News series, editorial and other media awareness.

Worked with School Superintendent regarding Commonwealth's School Buildings Assistance Bureau process.

Internal:

Established a strategic planning group which conducted a membership survey regarding Task Force projects.

Established a new working group regarding school building needs implementation.

Established a new working group regarding reorganization implementation.

Formalized relationship between new Director of Management Information Services and Task Force's MIS Working Group.

Moved to new office location at 57 North Main Street.

1988 Reorganization:

General resource to the City Administrator in various aspects of reorganization implementation.

Worked with Commonwealth's Office of Communities and Development and City Administrator regarding conceptualization of next steps in City's reorganization effort.

Developed a \$178,000 EOCD grant, awarded to City for consulting services in conjunction with reorganization of HHS and DPW.

Working Group on Reorganization conducted comprehensive evaluation of reorganization of Health and Human Services and Department of Public Works.

Resource to UMD's Center for Policy Analysis in its collaborative efforts with City.

Worked with Municipal Employees Training Advisory Group in revising guidelines for Employee Tuition Reimbursement Program.

Worked with Personnel Director and Bristol Community College in maintaining and planning curriculum for employees training workshops.

Worked with City Council in researching and conducting survey regarding residency requirements for municipal employees.

Appointed to serve on the City's Advisory Committee for Computerizing Purchasing system.

School Building Needs:

Accrued data and working with architects, School Department, School Committee and private sector regarding site acquisition for Henry Lord Middle School.

Accrued data and information base and did other preparatory work for special election effort re school bonding.

Worked with Superintendent and other school officials regarding different aspects of implementation of School Building Needs Study.

Developed various data bases, e.g. financial impact studies, etc. for presentation to various public officials, including the School Committee.

Internal:

Established computerized financial development system.

1989 Reorganization

Continued resource to the City Administrator in various aspects of reorganization implementation.

Member Mayor's Committee on Administrative Personnel.

Conducted two-year follow-up report re Reorganization Implementation.

Worked with City's Director of Management Information Services regarding various aspects of computerization.

School Building Needs:

Testimony before City Council and School Committee regarding various aspects of school bond referendum process and site acquisition.

Worked with School Committee, School Department and private sector regarding final site acquisition for new Henry Lord Middle School.

Worked with Superintendent and other school officials regarding different aspects of implementation of School Building Needs Study.

Managed school bond referendum election, including media, speaker's bureau, phone bank, election day activities. Question won with 63% of the vote.

Administered political action committee in support of Task Force's political activity.

Provided leadership and resource person to City's School Building Oversight Committee.

Internal:

Supervised John Theriault, UMD Intern.

Significantly increased financial support to \$42,000.

1990 Reorganization

Member Mayor's Committee on Administrative Personnel

Continued work with City Director of Management Information Services regarding various aspects of City's computerization effort.

School Building Needs:

Managed second school bond referendum election, including media, phone bank, election day activities, with positive results. Question passed with 62% affirmative vote.

Administered political action committee in support of Task Force political activity.

Continued to provide leadership and resource person to City's School Buildings Oversight Committee.

Worked with Superintendent and other school officials concerning various aspects of school building needs.

At request of the School Committee, began research to update the 1983 School Building Needs Report, including school visits with school building officials and working with construction engineer, accruing data.

The Forums

Established community forums program; planned and held first forum on "Rising Costs of Health Care."

Internal:

Conducted comprehensive internal analysis of mission and structure of Task Force, including retreats, by-laws revision, etc.

Increased financial support to \$43,500.

1991 Reorganization

Member Mayor's Committee on Administrative Personnel

Met with Personnel Director in order to issue an update on Government Reorganization; reviewed report.

School Building Needs

Completed research regarding update of 1983 School Building Needs Study (The Ganbatte Report). Presented to the School Committee.

Continued to provide leadership and resource person to City's School Buildings Oversight Committee.

Worked with Superintendent and other school officials concerning various aspects of school building needs.

COALITION FOR EXCELLENCE IN EDUCATION: FR 2000

Established and organized, in conjunction with the FR Area Chamber of Commerce and Industry, a community wide planning group to restructure the Fall River Public School System.

Planned and executed a one-day conference in June which included two hundred education stakeholders from all components of the community; funded by Aetna; Janet Reingold of Washington, D. C., educational consultant, assisted with conference.

Fall River became first city in Commonwealth to declare itself an America 2000 City.

Provided all administrative support to the Coalition, including planning of meetings, issuance of reports, etc.

Worked with media regarding public relations effort on behalf of the Coalition.

The Forums

Planned and executed community forums on the subject of education.

Internal

Increased financial support to \$53,300.

1992 Reorganization

Completed a reaction to the Report of the City's Director of Personnel Administration regarding status of reorganization. Task Force leadership met with Mayor and City Administrator and fi-

nally with City Administrator to complete process. Task Force role in reorganization completed until City requests further assistance. Uniformed fire and police personnel never addressed. Coalition for Excellence in Education: FR 2000

Continued support of nine Working Groups working on public school education reform. Established Design Implementation Team to further Working Group recommendations.

With Jim Wallace, FR Public Schools, Kathleen Harrington, Boyd Center, Kenneth S. Duarte, financial consultant, completed, with professional writing assistance from Janet Reingold, FOCUS-21, a proposal to the New Generation of American Schools Corporation, thereby synthesizing the work of the Coalition to date. With Jim Wallace and Tom Pavao, FR Schools, completed REFOCUS-21, a proposal to the U.S. Department of Education, regarding school dropout prevention and retrieval.

Attended and made presentation at national conference in Washington, D. C., U.S. Chamber of Commerce/U.S. Department of Education. Frequent citations in America 2000 newsletter regarding FR 2000. Participated in America 2000 phone call with U.S. Education Secretary.

The Forums

Incorporated into Coalition public relations effort.

Internal

Joseph H. Feitelberg resigned as Chair of the Board.

Joseph D. Gorman resigned as President.

Julien F. Paul, Vice President, ascended to the Presidency.

Jack W. Fyock was elected Vice President by the Board.

Financial support increased to \$59,900.

1993

Life-long Learning Strategic Plan finalized and presented to the School Committee which adopted it March 16.

Supported establishment of Robeson Family Learning Center and obtained \$25,000 grant to support Coalition's work with Center. (3 year grant - \$75,000)

In collaboration with FLC Grant and UMD Center for Policy Analysis, conducted survey of FLC family needs.

In collaboration with FR Housing Authority, Council on Aging, TOPPS and FR Schools, wrote and established POSSE/Serve America Grant. Chosen as state and national evaluation site.

In collaboration with Charlton Memorial Hospital, working to develop implementation design for health and human services as defined by Strategic Plan. Robeson FLC to be model center.

Offered workshop "It Takes an Entire Village to Educate a Child" with Jacquelyn Sowers - citywide parents training workshop.

With Dr. Irving Fradkin, worked to establish The American Dream Challenge - incentive program aimed at 4th graders.

Established HOSTS, Help One Student to Succeed, mentoring program with Robeson FLC as first site. Quaker Fabrics became lead organization. Chrysler Corporation involved regarding its mentor program.

In collaboration with Polaroid Corporation, established TQM training for CEE Board.

Assisted FR Schools with Polaroid Project/BCTC Project: Business & Schools.

Participated in F.R./N.B. Chambers of Commerce Business Exchange

Assisted various FR School Administrators with input regarding grants writing.

Liaison with UMD Center for Policy Analysis regarding Community Report Card Project.

Various regional speaking engagements regarding School Restructuring.

Ganbatte Report accepted and approved by School Committee.

Internal

Proposed CEE Resource Center.

Internet access

Financial Development receipts at \$43,000.

FALL RIVER REGIONAL TASK FORCE, INC.
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1993-1994

November 15, 1993

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Needs Analysis Survey

Robeson Family Learning Center
July 1993

The information collected on this survey will be used for two purposes. The first is to better determine what kind of services and support families would find helpful to enhance their ability to improve their children's education. For this purpose no names will be attached to the information, all answers are completely anonymous. The second purpose is to help your children as individuals. All information will be confidential and will be accessible only to authorized School Department personnel in compliance with Massachusetts law.

A. DEMOGRAPHIC INFORMATION

1 Family ID _____ 2 Interviewer _____
 3 Date _____ 4 Beginning Time _____

5 Lead respondent _____

- 1 Mother
- 2 Father
- 3 Grandparent
- 4 Sibling
- 5 Other _____

6 Would you please give me the names of all persons living or staying in your home? (Child A should be the youngest, child E the oldest)

Name	Relation	Age	FLC	Sex	Education (last grade)	Ethnicity
_____	Respondent	_____	_____	_____	_____	_____
_____	Adult 1	_____	_____	_____	_____	_____
_____	Adult 2	_____	_____	_____	_____	_____
_____	Adult 3	_____	_____	_____	_____	_____
_____	Adult 4	_____	_____	_____	_____	_____
_____	Child A	_____	_____	_____	_____	_____
_____	Child B	_____	_____	_____	_____	_____
_____	Child C	_____	_____	_____	_____	_____
_____	Child D	_____	_____	_____	_____	_____
_____	Child E	_____	_____	_____	_____	_____
_____	Child F	_____	_____	_____	_____	_____
_____	Child G	_____	_____	_____	_____	_____
_____	Other	_____	_____	_____	_____	_____

Total Number of Persons in Household: _____

Enter age (96 and over = 96). Under age 1, code months M01-M12

- 98 Don't know/not sure
- 99 Refused

7 What is your marital status? _____

- a Married b widowed c divorced d separated e long term, live in relationship
- f never married

If C, go to Q 8 and Q9; otherwise skip to Q10.

8 How many times? _____

9 How often do your children visit their non-custodial parent? _____

Mother Father Deceased

Child A			
Child B			
Child C			
Child D			
Child E			
Child F			
Child G			

97 Non Applicable

98 Don't Know

99 Refused

10 How long has your family lived in the United States?

	Respondent	Adults			Children				
		1	2	3	A	B	C	D	E

years

months

since birth

98 Don't know

99 Refused

11 Do you have relatives in the Fall River area? (other than relatives living in your household) _____

0 No

1 Yes

98 Don't know

99 Refused

12 How frequently do you see them? _____

1 Daily

2 At least once a week

3 At least once a month

4 Every other month

5 Every six months

6 At least once a year

7 More than a year since last visit

8 Never

98 Don't know

99 Refused

13 Do you have neighbors, friends, or relatives who can help your family in an emergency? _____

0 No

1 Yes

98 Don't Know

99 Refused

14 What types of help do they provide? (circle all relevant answers)

1 Money

2 Child care/babysitting

3 Food

4 Transportation

5 Translation

6 Phone

7 Advice/support

8 Medical care

9 Shelter/place to stay

10 Other _____

97 Non Applicable

98 Don't Know

99 Refused

15 Do you work outside the home? _____

0 No

1 Yes

98 Don't Know

99 Refused

If yes, go to Q 16; otherwise skip to Q 18.

16 What kind of work do you do? _____

(answers will be coded later)

17 How many hours do you work each week, on average? _____

[Fill in number of hours]

97 Not Applicable

98 Don't Know

99 Refused

18 Does your spouse/partner work outside the home? _____

0 No

1 Yes

97 Not applicable

98 Don't Know

99 Refused

If No, go to Q 21.

19 What kind of work does he/she do? _____

(answers will be coded later)

97 Not Applicable

98 Don't Know

99 Refused

20 How many hours does he/she work each week, on average? _____

[Fill in number of hours]

97 Not Applicable

98 Don't Know

99 Refused

21 Can you give me an idea of your total family income during the past 12 months, including money from jobs, social security, retirement income, unemployment, child support, or welfare?

\$ _____

1 Under \$5000

2 \$5000-10,000

3 \$10,000-15,000

4 \$15,000-20,000

5 \$20,000-25,000

6 \$25,000-30,000

7 \$30,000-40,000

8 \$40,000-50,000

9 Over \$50,000

98 Don't Know

99 Refused

22 Do you ever have trouble finding someone to watch your children?

0 No

1 Yes

98 Don't Know

99 Refused

23 If yes, at what times?

- 1 At work
- 2 Running errands
- 3 Attending school functions
- 4 Appointments
- 5 Personal time
- 6 Other _____
- 97 Not applicable
- 98 Don't know
- 99 Refused

24 What is the difficulty?

25 Has anyone in your household who is not a full time student been out of work during the past six months?

- 1 Yes
- 0 No
- 98 Don't Know
- 99 Refused

26 If so, which family member(s)? _____

26 How long has he/she been out of work?

_____ weeks _____ months

27 Why has he/she been out of work? _____

- 1 Laid off
- 2 Quit job
- 3 Can't find work
- 4 Can only find temporary work
- 5 Illness/injury (not disability) Please describe _____
- 6 Disabled Please describe _____
- 7 Pregnancy/Adoption
- 8 Other _____
- 97 Not applicable
- 98 Don't Know
- 99 Refused

28 Does anyone in your household currently receive AFDC?

- 1 Yes
- 0 No
- 98 Don't Know
- 99 Refused

If no, skip to Q 30.

29 How long has your family received AFDC?

_____ months _____ years

30 What is the main language used in your home?

- 0 English
- 1 Spanish
- 2 Portuguese
- 3 Italian
- 4 Hmong
- 5 Vietnamese
- 6 Laotian
- 7 Khmer
- 8 French
- 9 Russian
- 10 Other (please specify)

30A Is another language spoken in your home? _____ [fill in from list above]

B. HEALTH ISSUES

31 Do either of [the FLC child's] biological parents have any health problems?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

If yes, fill out Detailed Health Check for Q33-37.

32 Do any other members of your household have health problems?

- 1 Yes
- 0 No
- 3 Don't know
- 4 Refused

If yes, fill out Detailed Health Check for Q33-37. If no, skip to Q 38.

46 How often does your spouse/partner visit a

		Dentist	Eye Doctor	Hearing Specialist
1	Every six months			
2	Once a year			
3	In an emergency			
4	Never			
5	Not applicable			
98	Don't know			
99	Refused			

47 How often does your child visit a

	Dentist	Eye Doctor	Hearing Specialist
Child A			
Child B			
Child C			
Child D			
Child E			
Child F			
Child G			

- 1 Every six months
 2 Once a year
 3 In an emergency
 4 Never
 5 Other _____
 98 Don't Know
 99 Refused

Now I'd like to ask you a few questions about your children's eating habits

48 What do your children generally eat for breakfast?

49 What is their favorite kind of cereal?

50 What do they like to drink?

51 What do they eat for snacks?

If respondent is children's biological mother, ask Q52 & 53.

52 Did you receive prenatal care during your pregnancy (pregnancies)?

- 0 No
- 1 Yes
- 97 Not Applicable
- 98 Don't Know
- 99 Refused

53 Can you tell me something about your pregnancy (pregnancies) with [repeat for each child at FLC]?

54 Does anyone in your household smoke?

- 0 No
- 1 Yes
- 98 Don't know
- 99 Refused

55 Has anyone in your family ever had a problem with alcohol or drugs?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

56 Have they ever received treatment for this?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

57 How long did they receive treatment?

_____ weeks
_____ months
_____ years
_____ ongoing
_____ never received treatment

58 If never, why not?

C. HOUSING AND TRANSPORTATION

59 Do you have access to a car?

0 No
1 Yes
98 Don't know
99 Refused

60 Do you live near a bus line?

0 No
1 Yes
98 Don't know
99 Refused

61 Do you _____

1 own your own home
2 rent house/apartment
3 neither
98 Don't Know
99 Refused

If neither, go to Q 62; otherwise skip to Q63

62 Where do you live?

1 Live with relatives
2 Homeless
3 Other (please specify) _____
98 Don't Know
99 Refused

63 How long have you been at your current address?

_____ weeks _____ months _____ years

64 How long were you at your previous address?

_____ weeks _____ months _____ years

65 How many rooms are in your home? _____

66 Do you have telephone service?

0 No

1 Yes

98 Don't Know

99 Refused

67 If no, do you have access to a phone?

0 No

1 Yes

98 Don't Know

99 Refused

68 How many television sets do you have in your home? _____ [enter number]

98 Don't Know

99 Refused

69 Do you have a VCR?

0 No

1 Yes

98 Don't Know

99 Refused

70 Do you have a home computer?

0 No

1 Yes

98 Don't Know

99 Refused

D. EDUCATIONAL RESOURCES AND EXPECTATIONS

71 How often do you read a newspaper?

- 0 Never
- 1 Daily
- 2 At least once a week
- 3 Once every other week
- 4 Once a month

72 How many people in your household have a library card? _____ [enter number of cards]

73 How often do your children visit the library?

- 0 Never
- 1 At least once a week
- 2 At least once a month
- 3 Occasionally
- 98 Don't Know
- 99 Refused

74 If never, why?

75 Where do your children do their homework?

76 Does anyone help your children with their homework on a regular basis?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

77 If yes, who helps your children with their homework?

- 1 Mother
- 2 Father
- 3 Sister
- 4 Brother
- 5 Other adult
- 6 Other children
- 98 Don't Know
- 99 Refused

78 Do you own any children's books?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

79 What do you do together as a family? (examples: religious services, church sponsored activities, camping)

80 What TV programs do you watch with your children?

81 What are your children's favorite television shows?

82 What activities are your children involved in? (examples: Boy Scouts, Girl Scouts, CYO)

83 Do you volunteer your time to any organizations ?

0 No

1 Yes

98 Don't Know

99 Refused

84 If yes, which ones?

85 Have you ever attended any workshops on how to raise kids ?

0 No

1 Yes

98 Don't know

99 Refused

86 What kind?

87 Are you interested in taking any workshops about raising kids in the future?

0 No

1 Yes

98 Don't Know

99 Refused

88 What kind of workshops are you most interested in?

89 What did you like best about the other schools your children have attended?

90 What did you like least about these schools?

E. EFFICACY/PARTICIPATION

91 Are you registered to vote?

0 No

1 Yes

98 Don't Know

99 Refused

92 Did you vote in the last presidential election?

0 No

1 Yes

98 Don't Know

99 Refused

I'm going to ask you to agree or disagree with the following questions.

93 I don't think public officials care much about what people like me think.

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

98 Don't Know

99 Refused

94 Sometimes I feel that I have no control over what happens to my family.

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

98 Don't Know

99 Refused

95 Who makes the major decisions in your household?

1 Mother

2 Father

3 Shared

4 Other _____

97 Not applicable

98 Don't Know

99 Refused

F. EDUCATIONAL AND PERSONAL GOALS

96 What do you see yourself doing in five years?

97 What do you see your children doing when they're grown up?

98 What are you proudest of in yourself?

99 What are you proudest of in your children?

100 What's the hardest thing you've ever had to do?

G. SOCIAL AND VOCATIONAL ISSUES

101 Which of the following services or organizations have you used?

[hand card to respondent]

102 Which of these services are you currently using?

103 Which of these services were most helpful?

104 Which of these services would you like to use in the future?

105 What skills or interests would you be willing to share with the children at the Family Learning Center? (examples: knitting, crafts, sewing, etc.)

106 How do you feel about the questions we've discussed? Would you be willing to participate in other surveys in the future?

107 What services or information can the Family Learning Center provide your family to help your family achieve the goals we discussed earlier?

Signature of Respondent

OFFICE USE ONLY

108 Zip code _____

109 End time _____

Detailed Health Check

Family ID _____

Family Member: _____

33. How long has he/she had this (these) problem(s)?

34. Did he/she see a doctor for this or any other reason?

- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

35. Does he/she take any medication on a regular basis?


- 0 No
- 1 Yes
- 98 Don't Know
- 99 Refused

36. If so, what type?

37. Where did he/she receive treatment for this problem?

- 1 Emergency Department
- 2 Walk in clinic
- 3 Doctor's office
- 4 Other (please specify)
- 98 Don't Know
- 99 Refused

Do other members of your family have health problems?

 If no, return to Q 42 on the survey form; if yes, complete another form.



TECHNOLOGY LAB 2000

Approaching the year 2000, students face an ever-changing complex of technological phenomena—a flood of information and knowledge that never stops and never sleeps. We must provide new ways of organizing and delivering instruction—new ways of designing and equipping the instructional setting to prepare students for the 21st century.

the goal:

TECHNOLOGICAL LITERACY

SmartLab™, the latest stage in the evolutionary development of Technology Lab 2000™, represents the emergence of an increasingly responsive instructional environment. Its goal is to provide a true "lab of the future" — one that is not an extension of the past, but rather a lab that derives its guiding principles from the vision of tomorrow, from innovative educational programs, and from state-of-the-art facility-design principles.

SmartLab is a comprehensive laboratory for the study of science and technology. While it incorporates an extensive collection of computers and peripherals, it is much more than just another version of the computer classroom. SmartLab presents a total, integrated system of furnishings, equipment, computer-mediated instruction, software, and inservice training. It stands ready to make links to the SmartSchool and the SmartDistrict by sharing data on student progress.

The SmartLab version of Technology Lab 2000 incorporates computer activity in virtually every aspect of its operation, going beyond computer-screen instruction. In SmartLab, a computer-managed network gives students access to, and control of, content, applications, and information in areas such as:

- Robotics
- Computer-aided manufacturing
- Systems simulations
- Word processing
- Satellite technology
- Pneumatic structures
- Rocketry
- Aerodynamic testing
- Simulated flight
- Hydroponics
- Superconductivity
- Space-frame construction
- Computer-assisted publishing

Rather than dominate the instructional program, computers serve as the tools by which students access the language and the resources of a broader technological arena. Via the network, students import instructional modules and software applications to their workstation computers, and receive supporting visual information on adjacent video monitors.

The synergistic, interdisciplinary program of instruction that accompanies SmartLab sharpens students' **conceptualizing** skills, challenging them to discover the underlying principles of technology and to apply those principles through the use of critical thinking, problem solving, and decision making. It states not only a mastery of technological subject matter, but a mastery of the process of learning itself.

Hueneme School District, Blackstock Intermediate School



Students engage directly in the observation, exploration, application, and assessment of technological phenomena. They learn that technology is not passive — it is active and ever changing. Its components are interdependent.

In the process of becoming technologically literate, students acquire 21st-century skills and attitudes: teaming, consensus-seeking, complex problem-solving, and sensitivity to group dynamics. They learn to participate in computer-integrated enterprises in which all phases in the creation of a product — design, manufacture, production, and marketing — are linked and interdependent.



TECHNOLOGY LAB 2000™ / the SmartLab™

SmartLab is an integrated system of furnishings, equipment, computer-mediated instruction, software, inservice training, and ongoing support. SmartLab facilitates not only a mastery of chronological subject matter, but a mastery of the process of learning itself.

In order for any learning environment to promote these new kinds of goals, it must answer to a new set of criteria. An innovative aggregate of guidelines has governed the planning and outfitting of the SmartLab, making it:

Δ CURRICULUM-BASED:

Comprehensive instructional materials, based in the most advanced curriculum theories, guide student activities.

Δ MODULAR:

Because its elements, including furnishings and tablet apparatus, are based on dimensional standards they can be interrelated in various configurations.

Δ INTERCONNECTABLE:

Elements have standard fittings so that they can be readily linked to one another.



the solution:



In Technology Lab 2000, the SmartLab island-like arrangements of versatile, leading-edge laboratory furnishings form a series of reconfigurable activity zones within which students work, interact, and learn.

An **island**, a key configuration in the SmartLab, is composed of three work/learn stations positioned around a **Power Pylon**. The Power Pylon not only anchors the work/learn stations; it also acts as a conduit for the power services of electricity, air, and local-area computer networking to adjoining stations and to the teacher-control station.

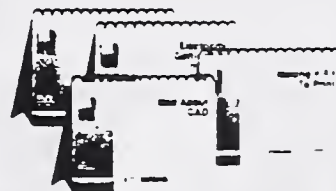
Viewed from above, the islands form a radial design — reaching out from their central cores and linking together to produce a web of stations where students engage in technological inquiry.

In SmartLab, each student participates in a unique sequence of learning activities — a journey of discovery that is different from, but complementary to, the activities of other students. It is a program that promotes individual exploration, creativity, and innovation, at the same time encouraging team collaboration, networking, and the cross fertilization of ideas.

SmartLab's unique delivery system of computer applications combined with instructional modules guides student progress. And its potential for student evaluation and record keeping promises even further teacher emancipation.

The teacher is freed to circulate and instruct students individually or in groups — to facilitate the creative contributions of each individual student, to coordinate those contributions, and to evolve a rich body of shared knowledge and skills.

In the SmartLab, pathways to the future are many — and they are one.

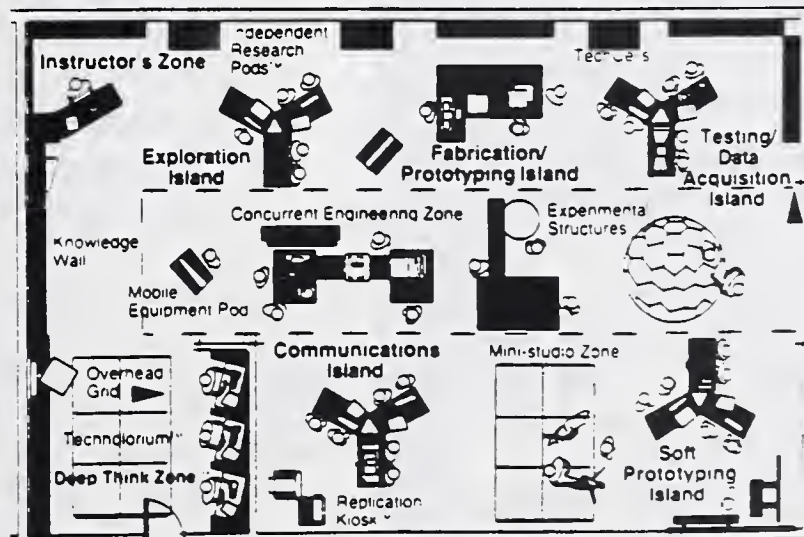


RESPONSIVE:
Instructional delivery system is mediated and interactive.

RECONFIGURABLE:
Elements are designed to be amenable to numerous arrangements.

TRANSFORMABLE:
System can be converted into entirely new forms.

COST-EFFECTIVE:
Desired effects are produced without any duplication or overspecialization.



Floor Plan for High School Pre-Engineering Lab



the process:

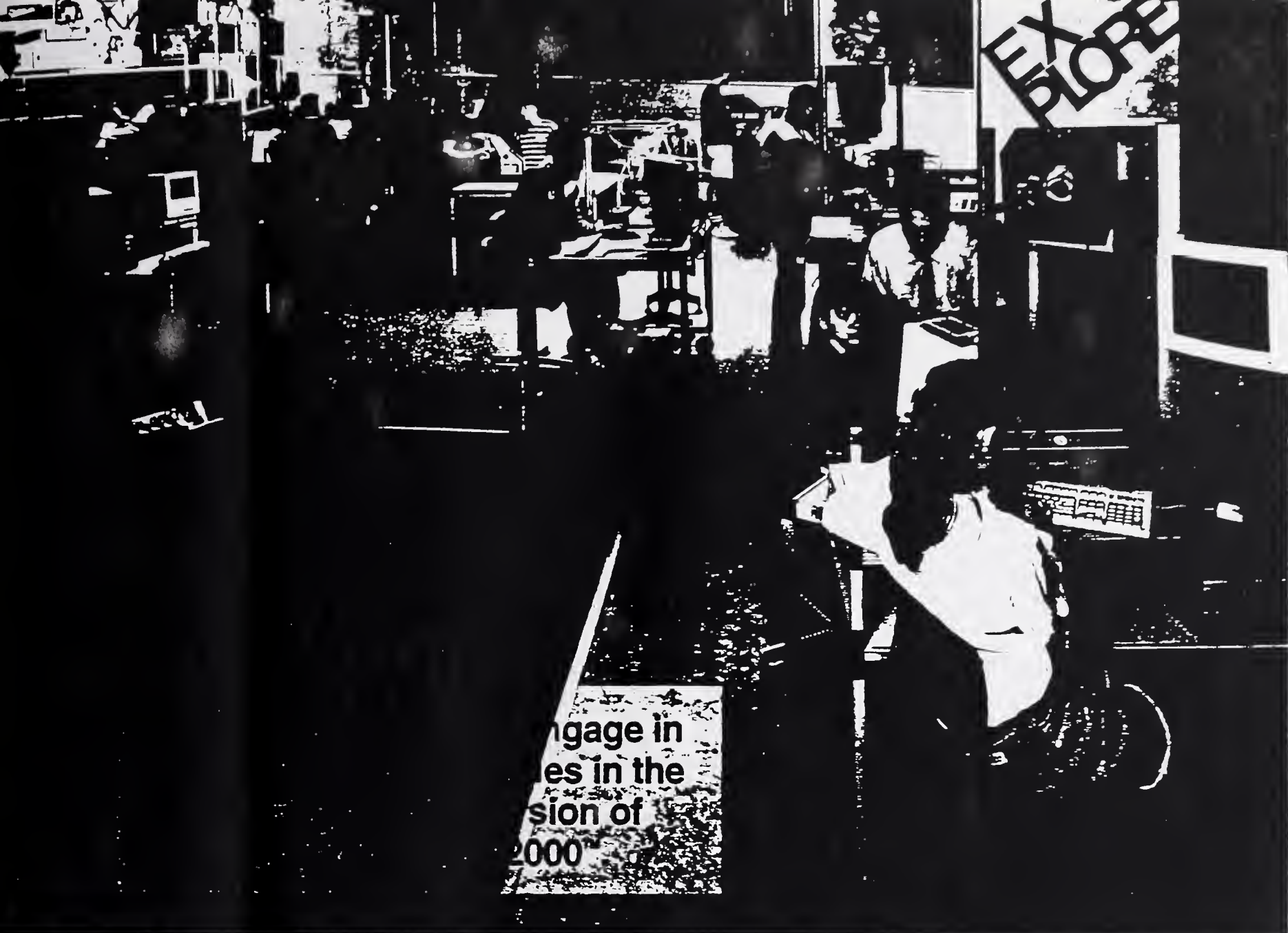
PLANNING FOR YOUR SMART LAB

Creative Learning Systems offers complete **planning services**, beginning with telephone and/or on-site consultation with superintendents, vocational education directors, assistant superintendents for instruction, technology education supervisors, trade and industrial education directors, architects and facility-planning directors, principals, and teachers. Discussions address everything from space planning requirements to facility design, power specifications, and the instructional program.

A written **proposal** follows these preliminary discussions, and includes floorplans, drawings, and complete lab specifications. However, the formal proposal never signals the end of informal discussions. On the contrary, Creative Learning's experts

continue to assist you throughout all phases of the decision process . . .

- Δ helping space planners and architects expedite the renovation of existing facilities and prepare for new construction.
- Δ working with the district's purchasing department and facilitating communication with related suppliers.
- Δ coordinating the installation training schedule with the schedules of all school administrators and teachers.
- Δ establishing relationships and procedures that guarantee smooth, effective installation support.



our vision:

PHILOSOPHY AND BACKGROUND

Creative Learning Systems, Inc. is a leading developer and supplier of innovative instructional materials, equipment systems, and modular furnishings for science and technology education, and engineering education. Its president, **James C. Durkin**, is a pioneer in Technology Education, having spearheaded one of the nation's earliest technological literacy programs for a high school in Ohio over 25 years ago. Durkin has taught courses in technology at the college level and has been a consultant to numerous school districts implementing technology programs. He is the author of a wide range of instructional materials, the developer of innovative equipment systems, and the designer of several types of instructional facilities, including many state-of-the-art technology learning laboratories.

As an outgrowth of its commitment to technology education, Creative Learning Systems is challenging educators to progress beyond the limited use of computers found in most schools today. The company has developed and incorporated numerous real-world applications of computer technology in its facility designs and is dedicated to the task of making technology "transparent." With its undeviating focus on the future, Creative Learning Systems is creating world-class facilities whose furnishings, equipment, and instructional programs combine to empower a new species of learner — the technologically literate questioner, collaborator, and problem-solver of tomorrow.



**Creative Learning Systems
assists you throughout
all phases of the
decision process.**

For more information on
the SmartLab, contact:
Creative Learning Systems, Inc.
16510 Via Esprillo
San Diego, CA 92127-1708

or phone our toll-free number:
1-800-458-2880
Ext. #492

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Computers by APPLE. Photos by Greg Smith
Technology Lab 2000 the SmartLab is a
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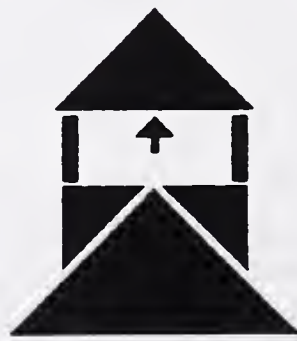
FOCUS 21

New Generation of American Schools

Proposal

Submitted by

The Fall River Regional Task Force, Inc.



*Coalition for Excellence in Education:
Fall River 2000*

February 14, 1992

Fall River Regional Task Force, Inc.

57 North Main Street
Fall River, Massachusetts 02720
(508) 672-1821

Joseph H. Fenteberg
Chair, Board of Directors

Joseph D. Gorman
President

Rita Moniz
Executive Director

February 10, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

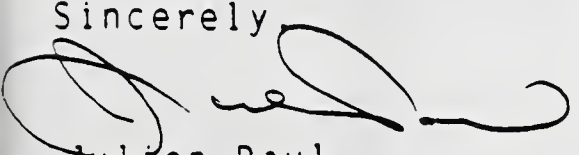
Dear Chairman Kean:

Our community of Fall River, Massachusetts, is pleased and proud to submit our proposal in response to your Request for Proposals, "Designs for a New Generation of American Schools."

As you may know, Fall River, Massachusetts was among the first communities in the nation to embrace America 2000, and to vote unanimously to work to become an America 2000 community in a community-wide education summit meeting held on June 21, 1991. While we have been working for years to develop world class schools for the children of our community, America 2000 and this RFP provided renewed impetus to crystalize our vision, not just for "break the mold" schools, but for a "break the mold" community--all working to raise our children and instill all our citizens with the knowledge, values and versatility needed for the 21st Century.

This is truly a collaborative effort. We have engaged individuals from all segments of our community, as well as noted experts, to participate in planning task forces on each critical element of our America 2000 agenda--focusing on the process, the content and the outcomes for our children and our community. We believe that this proposal represents an unprecedented vision and consensus about what our children and citizens should know and be able to do to exceed world class education standards which will continue to rise. It is a human capital investment strategy that elevates expectations and hold us all accountable for our achievements. We recognize the enormity of the task ahead, and we, the community of Fall River, Massachusetts, are deeply committed to seeing it through.

Sincerely,



Julien Paul
Chair, Board of Directors

Fall River: A Break The Mold Community
A Model for the Nation: Focus 21
Abstract

Bidder's Name: Fall River Regional Task Force, Inc.
Address: 57 North Main Street, Fall River, MA 02720
Telephone: (508) 672-1821
Facsimile: (508) 675-8488
Principal Contact: Dr. Rita Moniz, Coalition for Excellence in Education

Abstract: The city of Fall River, Massachusetts, proposes not just to develop "break-the-mold" schools, but to *become a "break-the-mold" community*. As the first America 2000 community within the Commonwealth of Massachusetts, with a history of successful school innovation, and broad-based collaborative community action, we have developed a new vision. **FOCUS 21:** Family Oriented Curriculum, for us, and for the United States, for the 21st Century.

We share a vision of a learner-centered community, one in which new institutional relationships -- in fact, *new definitions of traditional institutions* -- strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders -- every citizen in our community. Our **Family Learning Centers** will comprehensively serve the educational, developmental, health, nutrition, social and emotional needs of young children and their families, becoming the new extended family for all.

The **FOCUS curriculum**, incorporating the five core subjects of English, math, science, history and geography will be integrated and experiential; students will be workers and active constructors of knowledge, and teachers will be learning facilitators. Assessment will be competency-based. All Centers will be equipped with appropriate technology.

The Education Institute. An innovative Education Institute will build capacity and provide support for the Family Learning Centers. *The Education Institute will replace the central administrative structure of the present School Department.* The Institute will provide: professional development, curriculum leadership, community involvement, institutional integration, research and development, dissemination and administration.

Fall River: A Break The Mold Community
A Model for the Nation: Focus 21
Executive Summary

INTRODUCTION. The city of Fall River, Massachusetts, proposes not just to develop "break-the-mold" schools, but to *become a "break-the-mold" community*. As the first America 2000 community within the Commonwealth of Massachusetts, we have a history of firsts (school choice, support for children and families, parent involvement, special service and attention to at-risk families, safe and drug free schools and active business involvement), and a record of being on the cutting edge (besides our reputation as Lizzie Borden's hometown!). An urban community, vexed with declining population, double digit unemployment, poverty, and mass immigration -- demographically, we are not unlike many other urban communities. However, we differ in several notable respects. We are not satisfied with the status quo. We share a common vision about what constitutes a quality education. We have a history of successful school innovation, and a history of broad-based collaborative community action. But the pace of change has been too slow, and the types of change have been too timid. Until now -- with our new FOCUS 21: Family Oriented Curriculum, for us, and for the United States, for the 21st Century.

WHAT WE PLAN TO ACCOMPLISH. We intend to become a "break-the-mold" community, in which our children and our families can achieve their full potential, become life-long learners, and acquire the knowledge, skills, abilities, attitudes and values that contribute to a healthy society and a prosperous and self-sustaining economy. We hold some values firmly -- that we must **stress prevention**, without neglecting the needs of the current generation; that we must provide **extra support for the key transitions** of young people, not just from school to school, but from school to work, school to home, school to community, and adolescence to adult responsibilities. Our young people, in fact all our citizens, must be equipped with the habits of the mind, and the habits of the heart, that will enable us to aspire and achieve greatness.

OUR BASIC CONCEPT AND HOW WE WILL DEVELOP IT. We share a vision of a learner-centered community, one in which new institutional relationships -- in fact, *new definitions of traditional institutions* -- strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders -- every citizen in our community. Our design is outcome-based and learner-centered. We intend to develop a design, not only to completely restructure the school system, but the growing up experience. And our new paradigm shifts the traditional focus from the perspective of the service providers, to the perspective of the learners -- a new *focus* -- a new family oriented curriculum, and a new family oriented community, for us, and for the United States.

Family Learning Centers. The initial phase of our design transforms four of Fall River's elementary schools into Family Learning Centers that will comprehensively serve the educational, developmental, and social needs of young children and their families. In time, the FLCs will be extended city-wide. To ensure that urban youth are able to learn successfully, the Centers will coordinate health, nutrition, social, emotional, and educational services for children and their families, throughout their lives. Providers of day care, after-school and regular school services will collaborate to provide seamless access to high quality education and support -- the Family Learning Center will become an extended family for all.

The **FOCUS curriculum**, incorporating the five core subjects of English, math, science, history and geography will be integrated and experiential; students will be workers and active constructors of knowledge, and teachers will be learning facilitators. Assessment will be competency-based, rather than grade based, using the five SCANS competencies, (resources interpersonal, information, systems, and technology) plus a sixth competency of our own -- liberal arts/democratic competency, to develop an appreciation of those things that have intrinsic value and add richness and meaning to life. Students will progress at their own pace, advancing upon mastery of the required competencies at each level. All Centers will be equipped with appropriate technology, and, in fact, all schools are currently being wired for fiber opt-

communication. Full implementation will be phased-in, following the initial learners as they progress scholastically.

The Education Institute. An innovative Education Institute will be established to build capacity and provide support for the Family Learning Centers. *The Education Institute will replace the central administrative structure of the present School Department.* The Institute will provide:

- **Professional Development** -- for teachers, administrators, and other personnel, and parents and community volunteers;
- **Curriculum Leadership** -- involving knowledgeable stakeholders in setting city-wide goals, objectives, and outcomes for education to bring students to a world class level of achievement;
- **Community Involvement** -- upgrading parents, business, and other volunteers' skills as mentors and advocates for children, and as participants in the governance -- in site-based management of the Family Learning Centers;
- **Institutional Integration** -- re-defining our community's youth and family serving organizations, coordinating social, developmental, emotional, and educational services for each young person and the family;
- **Research and Development** -- tracking trends, distilling what works, managing the institutional data base, disseminating promising practices, and monitoring progress on our Community Report Card;
- **Dissemination** -- serving as a national resource for dissemination and marketing, linking with other national business and education organizations, the media, and others using technology, and selected experts to provide "how to" information to others wishing to replicate our ideas; and
- **Administration** -- coordinating those activities best centralized and not included in the site-based management model, including some aspects of financial management and monitoring, facilities maintenance, and so forth. Support, not control. Assistance, not administritivia.

OUR DESIGN TEAM. Our Design Team is not an ad hoc collection of "name brand" hot-shots -- we are the stakeholders in our children's and our community's future; we are the decisionmakers who can collectively change every major community institution (education, business, government, civic organizations), and have come together as a "break-the-mold" community. We include: business coalition executives, labor leaders, education leaders and thinkers, city planners, college and university faculty, nobel laureates (well, one at least) and even lawyers! Too numerous to mention; too committed to omit.

RESEARCH AND EXPERIENCE SUPPORTING OUR DESIGN. Our design is about providing continuity in the life of every learner, of ensuring the necessary caliber of curriculum to stimulate excellence, of ensuring the necessary coordination of supports and services to enable each learner to achieve to full potential. In the area of early childhood development, our thoughts were shaped by the work of experts such as Lisbeth Schorr, T. Berry Brazelton, and others who advise that quality child care in the early years is critical. Some 40-60 percent of language is said to be learned by age three. Our perspective that the learners should be our central focus and that the transitions of young people are the critical pressure points was influenced by the work of Harold Hodgkinson (All One System, and All The Same Client), James Comer (teams providing support to the learner), the Carnegie Council on Adolescent Development (Turning Points), the William T. Grant Foundation (The Forgotten Half), the National Alliance of Business (The Fourth R: Workforce Readiness, a Blueprint for Business on Restructuring Education), and The Business Roundtable's Participation Guide. Our thinking about workforce preparation and values and versatility needed for responsible citizenship was partially shaped by the work of the SCANS commission (What Work Requires of Schools), the National Center on Education and the Economy (High Skills, Low Wages), the American Business Conference (The Vital Link), the Departments of Labor, Education and Commerce (Building A Quality Workforce, Workforce 2000, America 2000) and the writings of the major business associations (NAB, The Business Roundtable, the Chamber's Center for Workforce Preparation and Quality Education. Our

thinking about accountability was shaped, in part, by Peter Senge (The Fifth Discipline) and a key member of our FOCUS 21 Design Team. Ultimately, our design reflects our own best thinking, and choices best for our children and our community

COSTS OF OUR DESIGN. The costs of our design, \$5,600 per learner (excluding construction), are within our Commonwealth's per student annual expenditures of \$6,170. Appropriate waivers of regulations of contracts will be accomplished.

HOW WE WILL KNOW IF IT WORKS. Our design is built around the premise of accountability for all stakeholders. Our Education Institute, our community's institutions, and selected outside evaluators will continuously monitor progress, identify mid-course corrections, and track outcomes. We will use all means of self-assessment, from the informal, anecdotal accounts, to the structured management assessments (a process evaluation), to the most important assessments of impact on all stakeholders, longitudinal studies, and cost/benefit analyses. We will hold ourselves accountable through a Community Report Card, learner and family portfolio assessments, employability certificates, and of course, public sentiment, and the marketplace.

HOW WE WILL PERSUADE OTHERS TO PUT DESIGN INTO PLACE. Our design and our process will be fully documented, with the assistance of the Education Institute, which will become a world-class education transformation institute. Our outreach strategy relies on multiple mechanisms (mass media, written materials, videos, etc.) and multiple national business and education organizations, to get the word out in pyramidal fashion, and to back it up with management and technical expertise on demand.

CONCLUSION. It is the year 2002. Fall River has become a "break the mold," community. Our Family Learning Centers have grown city-wide and spread country-wide. Our Education Institute is world-reknown, as a new model for education administration, facilitation and support. Ours is a learning community, and learning is a community enterprise. And we're not done yet!

**Fall River: A Break The Mold Community
A Model for the Nation: FOCUS 21**

"...we must cultivate communities where learning can happen." George Bush, April 18, 1991

INTRODUCTION: A History Of Innovation. The people of Fall River, Massachusetts have responded to the President's challenge. For the past several years, we have made a concerted effort to reform and improve our schools, both to better prepare our young people for a productive life in our modern society and to strengthen our city. Although proud of our past efforts and resulting achievements, we are excited about the challenge now before us. Within the past year, we have committed fully to the goals of AMERICA 2000 and embarked on an ambitious and comprehensive community effort to bring that vision to life.

Coalition for Excellence in Education. Since the report of the Presidential Commission "A Nation At Risk," both the Fall River Regional Task Force, which was formed in 1974 to bring together private and public sector leaders to identify community problems and develop solutions, and the Fall River Area Chamber of Commerce and Industry have consistently that local economic development could not be separated from local public education. With overlapping memberships, including the School Department, an instant collaboration took place: thus the Coalition for Excellence in Education was established as a part of the Fall River Task Force.

The administrative policy of the Coalition is set by a Steering Committee composed of representatives of the Chamber, Task Force, and the Fall River School Dept. For nine years, Rita Moniz, Ph.D. has worked with the Task Force and now the Coalition as a consultant. She will continue her work as Project Leader under the grant. The Task Force, Chamber and School Department have each loaned the Coalition one staff person to provide support services.

Fall River: 21st Century Leadership Summit on Education. In April, 1991, the Coalition planned a city-wide meeting of educational stakeholders. The Business Roundtable Participation Guide was used as an organizing vehicle and over 300 educational stakeholders

representing every facet of community life were invited to attend the Fall River Leadership Conference. While the Conference was being planned, President Bush announced his education strategy, AMERICA 2000. The Coalition immediately incorporated its basic principles into our agenda, making Fall River one of the first cities in the nation to hold a summit meeting focused on the President's program for restructuring America's schools.

Fall River: An America 2000 Community. On June 25, 1991 nearly two hundred Fall River citizens representing education, business, government youth serving organizations, the academic community, churches, civic groups, volunteer agencies, the media and other interested organizations gathered at Talbot Middle School, where they reviewed the current status of American public education, the performance of our schools, and the goals and strategy of AMERICA 2000.

- Early Childhood Development;
- Teacher Preparation and Competencies/Curriculum Development;
- Adult Literacy and Lifelong Learning;
- School Management and Accountability;
- School Assets: Property, Plant, Equipment, Technology and Financial Resources;
- Parental Involvement;
- Social and Health Services/Safe, Disciplined and Drug Free Schools; and
- Community Involvement.

At the end of the day's work, the citizens voted unanimously to become an AMERICA 2000 community. the full School Committee formally adopted The National Education Goals making Fall River the first AMERICA 2000 community within the Commonwealth of Massachusetts.

Our Transforming Effort Continues. The Working Groups have grown and continued deliberations over the past eight months. Group Leaders meet every two weeks to coordinate work and monitor progress. The Coalition held follow-up Leadership Meetings in October and again in November, Congressman Barney Frank provided a keynote address and S. Paul Reville, Executive Director of the Massachusetts Business Alliance for Education presented their legislative school reform package, "Every Child a Winner." In the October teleconference sponsored by the U.S. Department of Education, ours was the only Massachusetts community

asked to present our reform process. Thus, this proposal to design a New American School is a continuation and logical extension of our community's commitment to transforming America's schools, and an opportunity to apply our new vision of education in America.

The City of Fall River. Fall River is an old, industrial city located in Bristol County in southeastern Massachusetts. It has experienced a 13% decrease in population since 1975, primarily in the 20-60 age group. Many young, educated professionals, have left to find work in their chosen fields. Hundreds of well-paying manufacturing jobs have been lost in recent years with the preponderance of new opportunities consisting of minimum wage retail and service jobs. An estimated 14.8% of the city's population have incomes at or below poverty. The current unemployment rate is 11.7.

A Diverse Urban Community. Our community is 100% urban. It has been a major center of immigration for Portuguese families coming primarily from the Azores with a recent influx of Asians, primarily Cambodians. Most arrive with limited or no English language skills. Recently Hispanic and African-American families have also settled in Fall River .

Demographics. The population is not well educated. The 1980 census showed that, of those aged 25 or older: • 16.2% had only an elementary school education; • 55.5% attended junior high and/or high school but did not obtain a high school diploma; • 21.6% graduated from high school; and • only 6.7% graduated from college.

The Fall River School System. The Fall River Public School System operates and maintains 33 schools in the community--one comprehensive high school, four middle, and 28 elementary schools, with a total student population of 12,500. The Superintendent, responsible for the operation of the system, is accountable to the School Committee, the governing body, and to the Mayor, who chairs the School Committee. The annual budget is approximately \$46 million, with per-pupil expenditures of \$3,990, a full third less than the state average of \$6,170. The Massachusetts Business Alliance for Education proposal now pending in the state legislature recommends Fall River's proposed expenditures to rise to \$6,000. That is the figure we have used in our budget.

The student population presents a significant educational and social challenge.

- 40% of the school age population (5,000 students) can be classified as "at-risk;"
- 27% of students have separated or divorced parents (an increase of 7% since 1980);
- 9% were in foster homes or had one deceased parent; and
- 36% come from homes where a language other than English is spoken.

A growing minority population. During the past 5 years, the number of African-American students is up 82%, Asians up 261% and Hispanics up 541%. Students whose first language is Portuguese make up 28% of the total student population, an increase of 7% in the past five years. Fifteen percent of all Fall River births are to teens (1989 data) compared to 8.5% in the Commonwealth overall.

Scholastic aptitude and achievement. On the Massachusetts Educational Assessment Program administered in 1989-90, student achievement was below the statewide average for proficiency in the four subjects:

% of F. R.	Grade 4		Grade 8		Grade 12	
	% State	% of F. R.	% State	% of F. R.	% State	
Reading	84	91	71	85	74	82
Mathematics	89	95	82	90	75	84
Science	89	94	79	89	79	87
Social Studies	91	93	76	88	75	84

We must transform our community if we are to attain world class standards. Scores on the Scholastic Aptitude Test for high school students were: Verbal-376, Math-406, and Total-782. The dropout rate is currently about 30%.

A History of Successful Innovation. Our community recognizes the enormous challenge that we face -- not just the schools, *but all of us*. We share a common vision and *FOCUS* about what constitutes a quality education. We have a history of successful school innovation, and have made significant progress in recent years. But the pace of change has been too slow, and the types of change too timid. We know that much more is possible. This is not the first time that Fall River has been on the cutting edge of educational innovation. We were the first

Massachusetts city to purchase textbooks for public schools, the first to establish all-day kindergarten and the first community to establish community scholarship foundations. These foundations have been replicated nationally and have raised over \$20 million. We were the first school system nationally to integrate on the basis of English language proficiency and one of four cities nationally to first establish an early childhood development program using the Anisa model. We are leaders in:

- School Choice. *Ours was the nation's first intra-district choice plan based on integration of linguistic minority students.* Since 1987 parents have had choice and equity of access. Fifty percent of parents registering children in the public schools visit schools before making their choices and 39% choose non-neighborhood schools.

- Support for Children and Families, through Extended Day Programs. We offer three types of extended school day services: a program for students needing academic assistance, a parent training program in Whole Language Reading for primary grade (K-3) students and their parents, and a multicultural program for both English and non-English speaking parents and children.

- Parent involvement, through our Parent Information Centers. We established five centers in 1987 to support and inform parents about the "Schools of Choice" process and aid in the selection. Staffed by bilingual Parent Workers, the centers have expanded their services in response to parent requests and family needs. Since 1987, Parent Workers, *in addition to having registered or transferred over 6,000 students, have also served as social service network counselors.*

- Special service and attention to at-risk children, through Fall River Futures. Using a case management system, the student services center tracks at-risk students throughout the year. Depending on need, appropriate academic and/or social services are arranged by the student advocates who staff the center. "Futures" also operates two alternative classrooms, and offers students the incentive of summer employment for successful program completion.

- Safe and drug-free schools, through our Fall River Drug Free School Project: Present in all 33 of the city schools, it is guided by an Advisory Council of 50 community members representing social service agencies and all ethnic and racial groups in the city. It operates in conjunction with local substance abuse prevention agencies, the police department, and the district attorney's office.

- Business and community involvement. A joint venture with the Fall River Chamber of Commerce since 1986, 50 school/business partnerships including a fully operational branch of the Fall River Five Cents Bank, training and employing students and serving 3,000 students and staff at Durfee High School. The goal is to have a business partner for every school adopted by 1993, not merely for cupcakes and tee-shirts, but for a viable and vital school-community link.

Encouraging Results. In a city vexed by double digit unemployment, poverty, ethnic immigration, and other problems common to urban America, Fall River Public Schools in the last six years have achieved some remarkable results:

- the high school dropout rate has been reduced 20% (1983: 50%, 1991: 30%);
- increased numbers of graduates are going on to college (from 49% to 64%); and
- reading and writing scores have improved on the basic skills statewide tests.

Fall River provides an excellent setting for a New Generations **FOCUS 21** Campaign. Although we are economically depressed, we are not dysfunctional. Our collaborative culture, public/private sector relationships, high rates of volunteerism and community participation (the only community in Southeastern Massachusetts to consistently reach 100% of its United Way goal) and past and present educational innovation demonstrate that we have the capacity and the will to become a "break-the-mold" community. To quote our Superintendent, "We are positioned for greatness."

A Need and a Commitment to "Break-the-Mold." Despite our history of successful innovation, *we are not satisfied with our educational outcomes. Our efforts in the past have too much fallen into the pattern of "tinkering." Given the momentum of our continuing work,*

we now are committed to an imperative of total transformation - no matter what it takes, no matter how long it takes - and the entire community is on board (see Appendix VII). We must stress prevention, without neglecting the current generation. We must focus on the key transitions of young people, not just from school to work, but from adolescence to adult responsibilities. We know that mere "school improvement" will not be enough to meet the challenges of the future and the world standards of The National Education Goals. Under the leadership of the Coalition for Excellence in Education, Fall River, Massachusetts is determined to develop "break-the-mold" family learning centers here and in numerous communities around the nation. But it is not enough to create "break-the-mold" schools, we must become a "break-the-mold" community.

WHAT WE INTEND TO ACCOMPLISH

We intend to develop a replicable design that will enable the city of Fall River and other communities to completely restructure their communities in order to enable all children and their families to become life-long learners and to acquire attitudes, knowledge and skills needed to contribute to a healthy society and a prosperous and sustainable economy. This can be achieved when children and their families, striving to meet their full potential, are:

- able to employ critical and creative thinking skills to solve problems and make decisions:-
- technologically literate as well as literate in the traditional sense;
- good communicators with well-developed personal skills;
- able to work cooperatively with others;
- creative, flexible, self-motivated and possess a positive self-image;
- productive, able to gain satisfaction through achievement and strive for physical well-being;
- capable of making independent decisions;
- respectful of others regardless of differences; and
- aware of the rights and responsibilities of our democratic society and prepared to exercise them responsibly within their family, their community, the nation, and the world.

Our young people, in fact, all our citizens, must be equipped with the habits of the mind, and habits of the heart, that will enable us to aspire and achieve greatness.

The Fall River Coalition for Excellence in Education recognizes the six National Education Goals as the primary focus of our effort. To achieve these goals, we envision ourselves implementing the following changes in the community's learning environment.

We share a vision of a learner-centered community, a community whose environment is conducive to learning, but also one that continually learns in order to improve itself. To facilitate replication elsewhere, we will document the entire process of creating the vision, developing plans for individual school and system-wide restructuring, and implementing them, first in pilot sites and subsequently in the entire system.

Our design will create new institutional relationships within the community resulting in more cost-effective delivery of necessary community and social services to students and their families. This will strengthen and preserve family life, better help those in need, and save money.

Our design will establish high expectations for all stakeholders (students, parents, teachers, business sector) as appropriate to their role in the educational enterprise and establish the principle of shared accountability for the achievement of desired outcomes. It will also address the need for improved dissemination of information about the performance of students, schools, and all stakeholders through a specific report card or portfolio assessment for each school and suggest the appropriate use of this information to guide program planning and decision-making. *We will also develop a Fall River "break-the-mold" report card.*

Students will be able to demonstrate high level competency in the core subject areas. To do this, our team will research and appropriately incorporate goals, standards and assessment instruments from a wide variety of sources including:

- nationally recognized organizations, such as the National Council of Teachers of Mathematics, the National Council of Teachers of English, the Bradley Commission on history, the Joint Committee on Geographic Education, the American Association for the Advancement of Science (Project 2061), and the National Science Teachers' Association;
- the National Council on Education Standards and Testing recently created by Congress;
- the National Assessment of Educational Progress;

- the Massachusetts Educational Excellence and Accountability Act, and the Commonwealth's standardized testing program.

Our Design will move forward the achievement of local goals such as those adopted by the Fall River School Committee, to provide for the 21st century -

- School facilities that meet the educational needs and expectations of students and parents;
- Assurance of equal educational opportunity and access for all students;
- Support to parents in choice of schools and educational options that reflect their needs and best serve the needs of their children;
- Individual school distinctiveness in response to overall parent and educational staff involvement in the planning process; and
- Comprehensive and accurate data and information retrieval system for entire community of learners.

The design will contribute to a greater understanding of "global community" and the meaning this concept has in each learning center and its surrounding neighborhood, our city, the commonwealth, the nation, and the world. This should evidence itself in community service and civic participation, a responsible electorate and compassionate neighbors, with respect for the rights and property of others, and tolerance of and appreciation for diversity.

Finally and extremely important, the design will contribute to a needed economic revitalization of the community. Good schools and a well educated, productive workforce attract business, attract jobs, stimulate commerce, and improve economic vitality.

OUR VISION: A LEARNER-CENTERED SYSTEM

Breaking The Old Mold. The traditional school system is centered on inputs and service providers, mostly the teachers. Great attention is paid to materials selection, curriculum design, and bureaucratic rules and regulations. Teachers are regarded as the active persons and their performance is systematically evaluated, but to little consequence. The learners are expected to be quietly passive and little attention is usually given to what they are doing, unless they are acting disruptively. The system makes little accommodation for individual differences and needs. Student

outcomes are thought to be mostly a result of innate intelligence and effort. Schools of education teach educators not only to accept failure, but to actually expect it.

Our Vision is Outcome-Based and Learner-Centered. Our approach to change is to draw from the past and to merge it with a new vision which expresses the noetic principle required to fuse tradition with a sense of destiny. We begin with the premise that learning must be an active, shared experience and that the system must be structured to make it clear what is to be learned and then provide the environment, the activities, the materials and resources, the time, the instruction, the support, the feedback -- everything needed to make the experience successful for each and every student. We present here our vision of how we will make that happen, told from the perspective of the learner.

Maria Theresa's Fall River Learning Experience Fall River, Massachusetts, The Year 2000

My name is Maria Theresa and I am six years old. I was born in 1994, one year after my parents immigrated to Fall River, Massachusetts from the Azores. My father, Manuel, works as a seasonal landscaper and is unemployed about five months every year. My mother, Alda, stitches in one of the last needle-trade factories in the city. Both have an education, acquired in the Azores, equivalent to the traditional American sixth grade. Although they speak some English, Portuguese is still spoken in our home. My parents work hard and don't want to be on welfare. They hope for a better life for me and my three older brothers.

When my mother became pregnant, her doctor asked permission to notify the neighborhood Family Learning Center (FLC). An outreach counselor soon called my mother to explain the services offered by the Center, including: a nutrition and exercise program, a childbirth program, a parenting program, and arrangements for child-care beginning at six weeks. Learning that my parents were immigrants, the counselor also explained the availability of literacy and citizenship preparation classes.

So my mother could continue working, I was placed in the FLC nursery six weeks after I was born. I received expert and loving care from the staff, which included students from the Early

Childhood Center at Bristol Community College and people from the Grandparents Program who became like an extended family to me. My brothers were enrolled in "after-school" programs chosen by my parents from many available. My oldest brother, who was having trouble with math, became a whiz at backgammon. My middle brother, who loves gardening like my father, almost took over the greenhouse that is part of the Center's science program. My youngest brother, who is fond of cooking, learned fractions by figuring out recipes, and became the best brownie maker in the East End. We apply our learning to real world responsibilities.

My mother became involved with the Parents Council when I was about three years old. She enrolled in the Parent's Program at the Education Institute to become eligible for election to the FLC's Management Team. Her Certificate Program included training in small group decision-making, strategic planning, governance of policy-making boards, understanding local politics, and several programs about education, curriculum, learning styles, and site-based management. At the Institute she met several teachers taking courses offered by the Professional Development Program. She was surprised to encounter her factory manager who was preparing to teach after his retirement the following year. Mother was selected to participate in an Institute R & D project to evaluate the progress of the Family Learning Center programs. She worked with famous professors from important universities who were involved in FOCUS 21.

When I was at the Getting Ready Level, my friends and I conversed in both English and Portuguese, as the Center's bilingual program began language instruction for English-speaking children at an early age. I was learning English fine, but my friends had trouble with Portuguese and asked me to help them -- we work well in teams.

I receive regular physical and dental checkups in the clinic which operates one day each week at the Center. I also eat two or three meals a day there, depending on my family's needs. My father spends many hours at the Center during his unemployment, completing a literacy program and then an Academy Certificate (like the old GED, but personalized to each individual's needs, and well respected by business and the military). He wants to begin his own landscaping business and is acquiring business and computer skills by attending workshops at the FLC offered through

the Small Business Development Center from U. Mass.-Dartmouth. My mother is also enrolled in an Academy program, but she wants to become a teacher's assistant so her time is divided between the Academy and Bristol Community College.

Although my father studies hard, mother learns easier and faster than he does. He sometimes becomes discouraged and drinks too much. Mother recently went to an Al-Anon meeting at the Center for guidance and help with this problem.

When I was five, a young woman who worked at a bank became my mentor. She was released from work for up to four hours every two weeks to volunteer at the Center, read to the children, and meet with me alone. I would tell her "secrets" that I didn't want ANYBODY to know. When my Cambodian friend told me she didn't celebrate Christmas, I was confused. My mentor explained about Buddha and I was eager to tell my family about this different religion.

I will have the same teachers for several years. Rather than being "taught" discrete subjects, our teachers organize learning experiences that combine several subjects, provide "hands-on" experiences, and make us think. The teachers regularly participate in professional development programs at the Education Institute where they learn new techniques and ideas. When our Principal left, a Master Teacher temporarily filled-in and a retired business executive volunteered her time to help manage the FLC until a replacement was found.

My parents will become U.S. citizens in a few weeks. I occasionally attended citizen preparation classes with them and remember asking my "social studies" teacher about the Bill of Rights. She brought up a really old movie for me to watch on the computer called "Gideon's Trumpet." I didn't understand all of it, but I told my mentor afterwards that "life, liberty and happiness were important human rights, and that people better vote." That's what my parents will be able to do soon. The Judge will swear in all the new citizens at the Family Learning Center. We will learn more all about what that means in the next several weeks. My brother, Fernando, as part of his community service project, is helping make arrangements to cater the celebration.

The results from my standardized tests just came in. Our progress reports are based on the national assessments administered by the Department of Education as part of the AMERICA 2000

program, and on an individual assessment of each student's achievement and understanding. Our parents are also assessed. Those combined assessments, known as the Fall River Report Card, post the performance of every FLC in the system. The Research and Development program of the Education Institute tracks the data and our progress. Since FOCUS 21, which began in 1992, significant progress has been made every year. The dropout rate at the high school is now just under 5%. The literacy rate of the population has increased at a steady five percent per year, and attendance at local theaters and concerts has increased at the same rate. Our progress -- and my family's, too -- is also demonstrated through our personal/family portfolios where we keep copies of all our individual and family projects and other work.

All parents in Fall River may choose which of the four intermediate level learning centers their children will attend. That will be difficult for me -- the choices are all high quality. I visited them with my family to choose one for my older brother. One Intermediate Family Learning Center has a micro-society based curriculum; another is a technology-based center; another emphasizes applied skills in arts and crafts; and still another is an international learning center. When we visited the technology-based center, I was intrigued by the Columbus project. Four students were talking with the teacher about the assigned group reports on Columbus' life and times. The students used the multimedia station in the room, located and loaded the GTV videodisc, and opened "Showmaker." They quickly completed a search on the word "Columbus," and watched one of the video clips which they found. They expanded their search to include "Spain" and "New World". Then they divided up their work, each assembling a portion of the group presentation.

I am interested in attending college. One brother is about to enter the Academy (formerly known as the high school). Having overcome his analytical skills (math) problem, he will attend the Technology Program and is interested in construction engineering. He will spend a good deal of time at Bristol Community College. When he receives his diploma, his skill level will be equivalent to what was called an Associate's Degree back in 1990.

It is now the year 2040. I still live in Fall River, Massachusetts. My first job was with the National Geodetic Administration which established its New England branch office in the city

because of the caliber of entry-level workers. I teach in a learning center and direct the Fall River Cultural Center. I have just completed my fifth term on the Fall River City Council and, although I am very busy, I serve as a mentor and advocate at the FLC near my home. My two children attend the nearby University. They learn through interstellar quark discs, and laugh when I tell them about our fiber optic network. One brother has just been awarded the contract to build a new learning center. Another brother owns one of the finest restaurants in the area, which specializes in Portuguese cuisine. My third brother works with my oldest brother and is the landscaping engineer on his construction projects.

Fall River has become a "break-the-mold" community, a world model for education. Our Education Institute is world famous -- as a new model for education administration, as a leading teacher (learning facilitator) preparation institution, and as a community enterprise, where business and labor, government, parents and families all share responsibility for our children's education. The median education level in Fall River has increased from 9.3 to 13.5 years during the last five decades. Six fortune 500 companies have located branches in the city. Things have definitely turned around. And our community continues to change, improve, grow, and flourish.

OUR BASIC CONCEPT: FOCUS 21 This is a proposal to develop a design not only to completely restructure the school system, but the *growing up experience*. While learning is at the center of what we intend to do, our vision embraces and transforms the entire community and virtually all its human service provider institutions. As illustrated in the above vision, we are approaching this from the perspective of the learners, rather than the service providers. That critical shift in viewpoint is our new paradigm, our new **FOCUS** for the 21st Century. It will be institutionalized in our community so that responsive change is a continuing process.

A Two-Part Design. The initial phase of our design transforms four of Fall River's elementary schools into Family Learning Centers (FLCs) that will comprehensively serve the instructional, developmental and social needs of young children and their families. In time, the FLCs will include all schools at all levels throughout the city. Support for the Family Learning

Centers will be provided through a city-wide Education Institute that will replace the traditional administrative structure of the school system, with a unique research and development capacity that will inform and support the FLCs.

The School As Family Learning Center. The Family Learning Center will provide all necessary services, far beyond strict academics, to ensure that urban youth learn successfully.

- The center will coordinate health, nutrition, social, and parent education services -- from public and private agencies -- to ensure their accessibility to enrolled families. Center services will begin pre-natally and continue throughout the school years.

- Providers of day care, pre-school, after-school, and regular school programs will collaborate to ensure that all enrolled families have access to high quality early childhood learning and to ensure that their philosophy, curriculum, and delivery provides continuity for the learner, day-to-day and year-to-year.

- The Center will offer a rich curriculum based on validated, current research and supported through rigorous staff development. Progress will be monitored, assessed at specified benchmarks, and tracked against world-class achievement standards.

- Governance of each FLC will be through shared decision-making involving staff, parents and community.

Sites Selected. One elementary school in each of Fall River's four public education zones has been selected to be transformed into a Family Learning Center. These schools represent different neighborhoods demographically, include children with bilingual and special education needs, are close to public housing, and have land around them for expansion. These schools were designated Early Childhood Development Centers in our comprehensive building needs study developed by the Task Force. The Ganbatte Report (1990) (Appendix X) envisions the present physical plant as inadequate. The rehabilitation designs include a modular "pod," an intact addition which can be attached to the side or underneath of buildings in congested urban areas. These pods contain the physical space needed to support the social services, parent centers, training, planning areas, community space, etc., required by the Family Learning Centers.

Schedule. The Centers will operate six days a week, twelve months per year. The building will open at 6:30 A.M. to 9:00 P.M. Learners and teachers will spend from 8:00 A.M. - 3:00 P.M., Monday through Friday, in the Basic Learning Program, beginning September 1 and continuing through July 15. Extended Day (coaching) Learning takes place from 3:00 P.M. to 6:00 P.M., Monday -Friday, and 8:00 A.M. to 12:00 P.M. on Saturdays. Community activities take place from 6:00 P.M. to 9:00 P.M. The Saturday and August learning includes child care, homework centers, and "Club" activities such as apprenticeship, community service, leadership development and training and the like. One Friday and Saturday each month, all teachers and the principal from each site attend the Education Institute on a rotating basis. Eight Teacher Interns, properly trained through the Institute, act as "substitute teachers" on that Friday at a particular site. Teacher Assistants are also trained at the sites by the Master Teacher (one per school). From July 15-31, teachers are required to attend the Education Institute.

The FLC as Total Family Support Center. Learning does not take place in isolation. The Family Learning Center acknowledges the lamentable demise of the nuclear family, and thus becomes an extended family. Traditional schools have long performed these duties ad hoc. Because they are not formally institutionalized and funded as part of the schools, these duties have invaded and supplanted the curriculum to the detriment of the learner. The Family Learning Centers will incorporate these responsibilities into the overall design.

As the focus of all supportive and social services, the FLCs will be linked through a computer network via fiber optic cable to all relevant agencies. Some services like health/dental exams will be conducted on-site and other services will be available off-site, on referral. For example, eventually we may operate a 2-4 year old learning program at Charlton Memorial Hospital or at the Aetna Insurance Company (two of our largest employers). All children prior to five years of age will be prepared to enter the learning program. Centers will be linked to the Boyd Center Early Childhood Development program and Head Start so that more children than those attending the initial Family Learning Centers will be served. Our youth serving organizations (Library, Scouts, Little League, etc.) will be coordinated through the Centers.

Linkages and service coordination will be arranged through the FLC, so that referrals of children and families will not be between agencies but to services within the FLC. Educational, care, social-emotional, and health services in varied sites throughout the community, will be provided to child and parents in a unified way, staffed by personnel jointly funded by relevant agencies.

The FLC As Focus for Coordinating All Educational Programs. The FLC will ensure continuity among all community education providers and thereby continuity in the educational life of the child and family. Changes in society have resulted in much discontinuity for children, and this is especially true in cities like Fall River with many high risk youngsters. Parents, babysitters, day care centers, pre-school programs, afterschool care, social services, health care providers, and the school system each play a part in the life of a child, during any one day. From the perspective of the child, this well-intentioned network of services often translates into an array of stressful changes and conflicting expectations.

We address this discontinuity by forming close ties with the family as the center of the child's experience. Parent outreach and involvement have become increasingly important. Community linkages help provide better coordinated services and avoid wasteful duplication of effort. The pioneering nature of the Family Learning Center is that it addresses discontinuity by seeking totally different relationships -- organic, rather than constrained. The FLC will not be narrowly a public school seeking to connect with other stakeholders in the community; the stakeholders will create and govern the FLC. The curriculum of the FLC will specify not only what the teacher will teach, but also what is offered by all other education providers, including programs, parents, and members of the community. The curriculum will be designed by the FLC in conjunction with the Education Institute.

Parents as First and Most Important Teachers. A progressive effort, beginning prenatally, and continuing through the school life of the child, will develop parents as the first and most important teachers. Parents will know they are part of the curriculum and that success depends upon their involvement. Outreach will include personal contact and programs developed

for cable TV. Classes in literacy, knowledge of the curriculum, and job and life skills will be offered. The community college, library, and businesses will extend adult learning opportunities.

FLC Curriculum and Instruction. While the design team will provide specifics on the Family Learning Centers' curricular approaches and goals, the overall philosophy and direction has been determined by the work of the sub-committee of the Coalition for Excellence in Education. Two governing principles apply: First, FLCs will provide everything necessary for every child to learn to full potential and to leave school well-equipped for adult life as a productive worker and responsible citizen. At the same time, our approach will set high expectations for families and students to understand and assume responsibility for the role they play in their own learning and success in life. This approach of high expectations, high content, and high support for families and children is seen in all aspects of our FOCUS 21 Campaign.

Learners will become active constructors of knowledge rather than passive recipients of information. Eventually, they will help shape the curriculum as they help decide what they need to know for their life and career goals, how best to learn, and what is needed. Learners will increasingly rely on their own internal and external resources as learners, gradually needing less support from the FLCs. As they mature, these students will become the active, involved citizens giving support and direction for the education of the next generation of young learners.

The educational component will begin early, with aggressive outreach for families of infants and toddlers. Parent-child literacy, creative play, and language development programs will be offered along with parent workshops on child development issues. A minimum 1/2 day pre-school program will be provided for all 4-year olds and for at-risk 3-year olds through the coordinated efforts of all care providers. There will be a commonly agreed upon, developmentally appropriate curriculum consistently used for all pre-school through school-age city programs. Class sizes for school-age children (5 years and above) will be reduced from the current average of 26-30 to an average of 18 in Kindergarten and 22 in grades 1-2. All K-2 classes will have a trained teacher assistant.

Classes will feature full integration of all children, including all identified special needs children, in heterogeneous learning groups of one age level. Early labeling of children, long-term remedial placement, and retentions will be avoided. *It will be assumed that all children can learn at high levels* in a range of areas and that cultural disadvantages and even organic disabilities can best be overcome when children are in the mainstream. Individuals will be carefully monitored, through portfolio assessments, and through temporary, flexible (sometimes multi-age) groupings by interest or ability. Short-term, intensive interventions, such as the Reading Recovery program, which focus on returning the child to the mainstream, will be emphasized.

The curriculum for each stage will be designed jointly by staff and parents of the FLC and by the Education Institute. No major undertaking to develop new curriculum for this model is proposed. Rather, we will access and adapt national and international models that have been, or are being developed to produce world class standards of achievement. Certain curricular emphases and delivery methods will be central to the initial curriculum design followed by the FLCs. These are summarized here:

- **Overall, our design will emphasize Student as Learner, Teacher as Facilitator.** Teaching by simply telling is an obsolete practice that must give way to instructional strategies, such as cooperative learning that emphasize higher-order thinking skills and engage students in creative thinking and active problem solving. Students must be viewed as the learners and teachers as facilitators of the educational process. All teacher preparation and development programs must be based on this concept.

- **The Curriculum will be Integrated.** The curriculum must engage students in active, rather than passive learning and provide all students with hands-on experiences in solving real community problems. All aspects of the curriculum must be integrated so that students learn concepts from a variety of perspectives. According to Shoemaker (1989), an integrated curriculum cuts across traditional subject-matter lines; it brings the various aspects of the curriculum into meaningful associations with one another by focusing on broad areas of study; and it facilitates holistic learning experiences which more nearly reflect the real world. To various degrees, the

following elements will be part of the integrated curriculum: • Whole Learning; • Cooperative Learning; • Resource Based Learning; • Hands-on Instruction; • Inquiry Learning; • Critical Thinking; • Problem Solving; • Heterogeneous Grouping; and • Peer Coaching.

• The curriculum will address the **five core areas, of English, math, science, history and geography** through nationally and internationally validated approaches:

- In English, an integrated language arts approach, based upon models developed in New Zealand and refined in numerous research projects will be used. This approach stresses natural language learning in conjunction with a strong emphasis on skill development.
- In mathematics, the standards developed by the National Council of Teachers of Mathematics will be used as a framework, with design and implementation of the curriculum guided by resources of universities and research projects identified by the *FOCUS 21* Design Team.
- In science, the curriculum developed by local staff with assistance from the National Science Resource Center will be further developed and extended through involvement, ongoing and anticipated, with projects funded through the Title II/Eisenhower Grant program, including Reach for the Stars, and through the National Science Foundation. Significant local resources, such as the Educational Development Center, the Lloyd Center for Environmental Studies, and the Audubon Society have also been involved.
- In history, geography, and civics, the curriculum will integrate national models such as the frameworks of the National Council for the Social Studies and the Bradley Commission on History in the schools. Relevance to the needs of the local community, the state, and the nation will be emphasized.

• The curriculum will include the **five competencies described in the SCANS report and the sixth competency proposed by the Coalition's Curriculum Committee**. These include:

Resource competency: identifies, organizes, plans, and allocates resources;

Interpersonal competency: works with others;

Information: acquires and uses information;

Systems competency: understands complex interrelationships;

Technology competency: works with a variety of technologies; and

Liberal arts competency: develops an appreciation of those things that have intrinsic value and add richness and meaning to life.

- The curriculum will **focus on student outcomes** to assure that graduates have the necessary thinking, writing, speaking, listening, decision-making, problem-solving, critical thinking, creative thinking, computer, interpersonal, and information gathering skills to function effectively in our society of the future.

The restructured curriculum will be based on **competency levels** rather than traditional grade levels. The proposed curriculum structure is based on the state of Oregon's Educational Act for the 21st Century. The six levels are: early childhood, mastery level 1, mastery level 2, mastery level 3, mastery level 4 (Certificate of Initial Mastery), and mastery level 5 (Certificate of Advanced Mastery). Competencies based on the recommendations from the SCANS Report will be developed for each level. Once a student has mastered all competencies through level 4, he/she will be awarded a Certificate of Initial Mastery. This certificate guarantees the Fall River community and others that the student is ready to select and pursue an appropriate specialization (career or college preparation). Once a student has mastered all the competencies of his/her specialization, he/she will be awarded a Certificate of Advanced Mastery. This certificate guarantees that the student is ready for his/her specialized career or advanced studies.

Students will progress at their own pace, advancing academically only by mastering the required competencies in each level. They will be grouped by age for social reasons and academically based on their progress through the required mastery levels.

The purpose of **Level One (Early Childhood)** is to bring all children to their highest potential for future learning. The social and economic inequalities that put many children at a disadvantage will be eliminated/minimized through a comprehensive and proactive approach that provides each child with all that is needed for success. Of key importance will be two features of

the FLC described elsewhere; *comprehensive family support services*, and *continuity of curriculum* within and between public and private preschool, school-age, and daycare programs.

After the Early Childhood stage, each stage is two years of study. The two-year model is essential to achieving the dual goals of quality and accountability in the educational program. Rigorous benchmarks (outcomes) for each level will be set. A two-year span, with interim checkpoints will ensure that significant growth and knowledge is nurtured, developed, and internalized over time.

Each level will be defined by an encompassing goal that fits both the developmental level of students and the needs of this level of their educational program. This goal will give each stage its special character in the eyes of students, teachers, and parents, will focus the curriculum on all disciplines, and will provide a focus for assessment.

The goal for Stage 3 (grades 5-6), for example, will be to ensure students have needed skills for independent learning as they make the transition from elementary to middle school (to adolescence). The two-year emphasis will solidify students' previously-nurtured, emergent abilities to acquire learning on their own. Content in all disciplines will focus on such areas as study habits; finding, summarizing, and reporting information; working collaboratively to solve problems; and recognizing and pursuing personal interests. Other stages will be defined by similarly focused goals. Stage 6, devoted to preparation for life and career, for example, will provide intensive study in preparation for work, further technical training, or college and will also structure students' community participation and service in preparation for a rich civic, cultural and intellectual life.

Site-Based Management. All Family Learning Centers will be managed on a site-based model. Fall River is currently involved in a grant supported project to develop a site-based model. A working group of the Coalition is involved in the process with Digital Corporation providing the technical expertise. We anticipate exploring the possibility of moving the model beyond the usual issues of decentralization, independence, and teacher and parental involvement to include other possibilities of governance, e.g. that a business carry responsibility of all of the centers

"business" functions.. A prerequisite to serving on the Management Council will be completion of the appropriate program sponsored by the Education Institute. The Institute will offer a strategic planning course and courses in Demming's total quality management for all its participants.

Facilities and Equipment. All Centers will be technologically equipped appropriate to their program. It is anticipated that while some modification of plans will be necessary, the Ganbatte Report, attached as Appendix X, will provide the basis for building rehabilitation and reconfiguration. *All schools are currently being wired for fiber optic communication under a new contract with the local cable television company.* A computerized maintenance program will be developed for each center and some ancillary solutions will be implemented as per the Ganbatte Report, e.g., the capital outlay revolving account. Our plan calls for eight computers per class, one for every three students. Each classroom will be connected to the Education Institute via modem.

Phased-in implementation. Implementation of the Family Learning Center concept in the first year will be limited to the Pre-K through grade 2 levels, with extension into grades 3-5 following in subsequent years. During this time, these "pilot" FLCs will also serve as resource centers to support the adoption of the FLC model in all other schools in their zone, including the middle school. To make cost-effective use of resources, the original FLCs will eventually coordinate the delivery of family support and other services to all schools within their zone. The goal is full implementation of the FLC model in all elementary schools in ten years with implementation at the four middle schools and high school to begin with the assistance of the Education Institute, at the end of this five year period.

Networking and collaboration between the Centers and the business community will be comprehensive including mentor/advocacy programs, consultations regarding site-based management and other programs. Higher education institutions will be linked both by providing an opportunity for interning and also for teacher development. Parental involvement will include adult literacy, parenting training, homework centers and hotlines, and involvement and training in site-based management.

THE EDUCATION INSTITUTE: A *Revolutionary Concept*

An Education Institute will provide support for the Family Learning Centers. *The Education Institute will, in effect, replace the central administrative structure of the present School Department.* The intent of the Institute is to adapt the same philosophy of the class room, i.e., that the process should be one of *facilitation and support* rather than enforcement. The Institute will be responsible for several different but inter-related programs -- professional development, curriculum, community involvement, institutional integration, research and development, technological advancement, dissemination, and administration. *The Superintendent of Schools, through the Office of Instruction, will oversee the Education Institute and work collaboratively with the Coalition, in developing programs of the Institute.*

The concept of the Education Institute is a revolutionary one for restructuring the traditional functions of central school administration. One of the exceptional qualities of our campaign will be this model for achieving total community involvement through capacity building and coordination of essential central activities. We will work through territorial issues, regulations and waivers, training needs, and other matters that arise. What distinguishes our proposal is not the separate elements of curriculum, family support, etc., but the way they are newly integrated, mutually supportive, inclusive of the whole community, and forward thinking. Our program is based on solid, proven approaches, and our educational plan will incorporate elements found in current research and in other model programs. But, with the Coalition's broad base of support and our substantial progress to date, our unique design involving the FLCs and Education Institute will provide a unique opportunity to become a "break-the-mold" community, showing others the way.

COMPONENTS OF THE EDUCATION INSTITUTE

Professional Development, will be a major responsibility of the Institute. Coordinated by the present Director of Instruction, this section using internal resources and outside "experts" as needed will train teachers, administrators and other personnel (custodians, cafeteria workers, etc.). School Committee members will also receive training, modeled on the Congressional Orientation conducted by the JFK School at Harvard University. The curriculum will bring personnel up to

speed in terms of the early childhood curriculum and other needs dictated by the configuration and program of the Family Learning Center.

Curriculum Role and Pedagogy. In the curriculum design, the Education Institute will ensure that the system identifies and adopts curricula able to bring students to a world class level of achievement. In its research and development function, it will prepare all parts of the community for full participation in establishing curriculum for the city. Through such means as public seminars and discussion groups, teleconferences, sponsorship of speakers and consultants of national importance, and on-line information services, its research facility will provide the schools and the broader community with access to comprehensive information about curriculum projects and promising practices on the local, state and national level. It will nurture creation of an informed community of public and private educators, parents, students, business people and civic leaders. Working through these knowledgeable stakeholders, the Institute will coordinate development of city-wide goals, objectives, and outcomes for education. The process will not be static, but will involve on-going information dissemination, evaluation, and revision.

The curriculum and pedagogical plan designed by the Institute will be a framework establishing outcomes to be achieved and assessed in all FLC's. Within this framework, however, staff and parents of individual schools will have latitude to design site-specific curriculum defined in relationship to the city-wide plan. The Institute will be a resource for these efforts.

Parent Involvement. The Parents Program will be responsible for upgrading parents' skills for involvement both with their children and the site-based management plan. The Institute will offer training in: parenting, homework assistance skills, adult literacy, small group decision making, strategic planning, governance and other issues as needed to facilitate their full involvement in the reform effort. *Individual family contracts between the Family Learning Centers will be required.* The Education Institute helps families fulfill these responsibilities. For example, if an Individualized Family Plan requires two hours per month of reading to pre-schoolers, the Education Institute will train the adults to read to children. Parents will continue to staff the Parent centers which will provide locus for institutional integration (see section below).

Business Involvement. The Institute will help business prepare for participation in site-based governance and in school programs, like reading and life skills programs. It will provide training and orientation for business volunteers who serve as mentors and advocates for the children and provide opportunities for alternative preparation for teacher certification as a prelude to the Professional Development Program. As they recognize the value of a world-class learning community, our businesses will be active partners and advocates for our learning centers and learners: they will also provide opportunities for apprenticeship and community service. In our community, every child will have a mentor.

Institutional Integration. The Institute will help facilitate the integration of social services in the broadest sense, including family service organizations, and other resources with the Family Learning Centers curriculum. All youth serving organizations in the community will be coordinated through the learning centers, and the types of youth services that will be available will include, but not be limited to:

- Sexuality, substance abuse, child abuse and neglect, court intervention/custody issues, psychiatric issues;
- Community service programs like food stamps and welfare;
- Youth and family services like Scouts, Little League, YMCA, AlAnon, GED classes, etc.

Research and Development. The Research and Development Section will assist Centers with curriculum reform and development, conduct research to discern and distill good ideas, manage the institutional data base, monitor progress on the Community Report Card, and measure changing community attitudes. This section will also assist with individual and family assessment procedures like portfolio evaluations, and monitor progress toward the national tests and world class standards set by the U.S. Department of Education and other standards evolving from the current reform package before the Commonwealth's legislature.

Dissemination. The Institute will play a major role in the nation-wide dissemination of information about the Fall River design and in supporting communities who wish to adapt it to their school system. This is described in greater detail in the last part of this proposal.

Administration. The Superintendent of Schools will manage personnel involved with the following: building maintenance, fiscal monitoring, redistribution of private/public resources, and personnel administration. Specific responsibilities not covered by the site-based model and matters which require centralization will be determined during the design phase.

The School Committee. The role of the elected School Committee would remain intact and conform to the laws and regulations of the Commonwealth. It will also play a major role in the adoption of system-wide goals and standards for student achievement and the assessment of system-wide and site-specific performance. Various members of the School Committee are active in the Coalition's work to date.

Waivers Needed and Anticipated. No change of this magnitude can be contemplated without considering the obstacles of rules, regulations, contracts, and law. If we are to truly break-the-mold, many waivers must be sought and granted. This includes exceptions to the teachers' contract which would involve the Fall River Educators' Association, the Fall River Administrators Association, and the custodial and teacher assistants' contract. In addition, certain waivers from the State Department of Education must be sought for extended school day and school year. The School Committee will need to change certain policies, at least as they pertain to the Centers' governance. We acknowledge that during the interim, parts of the system may operate under different policies than the Centers, thus creating a difficult but not insurmountable situation for the central administration and the School Committee. We know that special legislation may have to be enacted and are pleased that State Representative, Edward Lambert, a member of the House Education Committee, is also an active member of the Coalition and a leader on Massachusetts School Reform. State Senator Norton has also participated in Coalition activities. Our vision will necessitate negotiations with various community organizations, such as hospitals, clinics and social service agencies, to coordinate their activities with the Family Learning Centers. Many innovative programs already in place in the Fall River School System have required waivers from traditional policy.

On-Going Community Involvement. The current reform effort underway in Fall River and the development of this proposal is the result of broad community involvement through the Coalition for Excellence in Education: Fall River 2000. In addition to providing for broad involvement at the school site through the site-based management system, this proposal will institutionalize system-wide involvement in the workings of the Education Institute. The intent is to establish mechanisms through which our community takes control of all aspects of our school system, not just to hold it accountable, but to provide on-going direction and support.

MILESTONES FOR DESIGN TEAM

- Aug 1 Organizational Development**
- Renovate business offices and Education Institute; • Hire staff; • Plan agenda for staff and Institute; • Establish process goals and objectives; • Revise business plan; • Establish Design Team and Agenda.
- Aug 15 Design Team established the Family Learning Centers**
- Curriculum Development - Early Childhood; • Integration of Social/Supportive Services; • Building Needs Process; • Site-Based Mgmt Systems Devel.; • Adult Literacy Devel.; • Community Involv Devel.; • Assessment/Evaluation Design -
 - Hire architect
- Sep 1 Establish Education Institute**
- Develop agendas for teacher training, parent training, administrators' training, mentor training, EduCorps
- Staff/Innovative Schools (Peter Senge) Assesses all work-in progress monthly**
- Sep 15 Sign Contracts**
- Negotiate waivers on regulation and union contracts; • Teachers sign new contracts with FLC; • Negotiate individual contracts with parents; • Negotiate new contract with Superintendent; • Design and Implement Marketing Plan
- Nov 1 Construction RFP's processed**
- Jan 1 All training programs implemented**

- Feb 1 Construction begins
- Sep. '93 Phase II Implementation of all programs
- Sep. '94 Implementation continues, inclusion of 9 year olds
- • Design of 10-14 year old FLC;
 - Production of national plan
- Sep. '95 Implementation continues
- Design of replication/dissemination model; • Implementation of national plan
 - Implementation of 10 year olds; • Implementation of all continues

THE FALL RIVER DESIGN TEAM

FOCUS 21 Design Team Principals

Unless noted otherwise address: **Coalition for Excellence in Education,
Fall River 2000, 57 North Main St.
Fall River, MA 02720 (508) 672-1821.**

Other individuals, affiliate biographies, and support letters in Appendix II.

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Condon, Marjorie, Director of Instruction, FR Schools; 20 yrs. exp. in educational innovation; Ph.D. Brown U., 417 Rock St, FR MA 02720; (508) 675-8420; Key School Personnel.

Correiro, John R., Superintendent F.R. Public Schools since 1980; M.A. University of RI; Member of IMBEC a Project of CSSO; 417 Rock St., FR MA 02720; (508) 675-8443.

Cross, Peter, President FR Educators Association; 21 yrs teacher in ECD; M.A. Bridgewater State; (508) 679-4392.

Desmarais, Armand, Prof/Chair Dept. Educ. UMA-Dart.; 20 yrs. educ consultant; Ed D. Nova Univ.; post-doctoral Harvard; UMA, N Dartmouth MA 02747; (508) 999-8000.

Fyock, Jack, Mgr. Statistics Process, J & J Corrugated (Georgia Pacific); former Prof. Political Science, UMA-Dart; expert education administration; Ph.D. U. Conn; (508) 679-2151.

Greer, David, Dean Med. School Brown U; founded first hospital-connected public housing facility; Nobel Laureate; M.D. U. Chicago; Brown Univ., Providence RI 02912; (401) 863-3330.

Harrington, Kathleen, Exec. Dir. Boyd Ctr Child Care & Dev.; 29 yrs Sister of Mercy; former MA Brd. Regents; Doct. Cand. UMA-Amherst; 2028 Rodman St., FR 02721; (508)672-0183.

Moniz, Rita, Prof. Political Science, UMA-Dart; Exec. Dir. FR Task Force, 9 yrs; Coalition Exec. Dir.; former City Council; 1st VP YWCA USA; Ph.D. Brown Univ.; Project Leader.

Motta, Janice, Dean Cont. Studies Bristol Comm. Coll.; Consultant US Dept. of Ed.; Doct. Cand. UMA-Amherst; Cert. Mgmt. Harvard; BCC, 777 Elsbree St., FR 02720; (508) 676-8211.

Murray, Thomas, CPA; Pres. Chamber Commerce; Co-Chair Coalition for Excellence in Education; B.S. Accounting, UMA-Dartmouth; (508) 679-3188.

Paul, Julien, Pres. Computer Security Systems; Pres. FR Task Force; Co-Chair Coalition Excellence in Education; former UMA-Dart. Board; B.S. UMA-Dart; (508) 679-3037.

Poole, Dennis, Attorney; FR School Committee, 10 yrs, Vice-Chair; J.D. Boston University; 116 Rock St., FR 02720; (508) 678-4170.

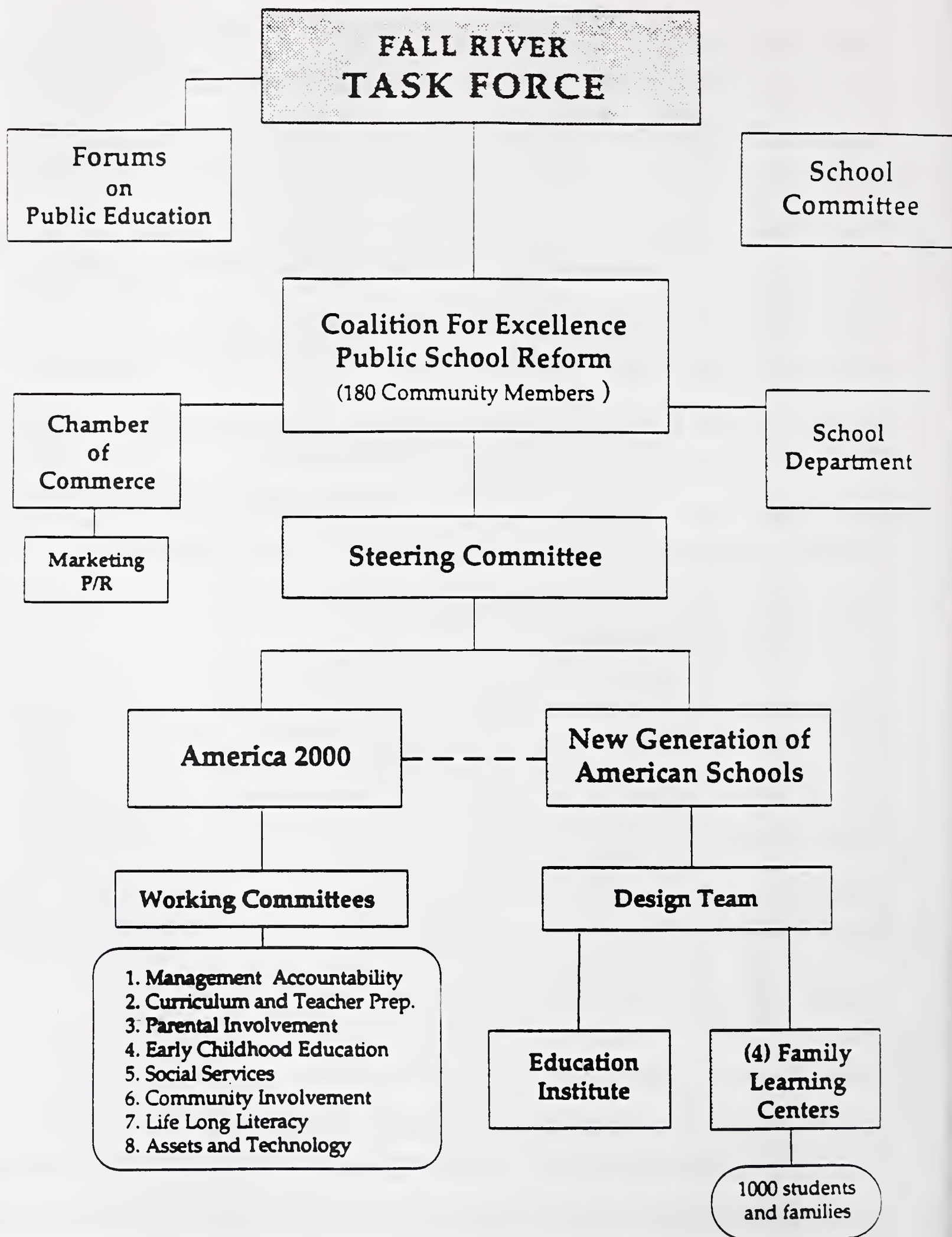
Senge, Peter, founder, Innovation Associates; Director MIT Center for Organizational Learning; Author "The Fifth Discipline"; Box 2008, Framingham MA 01701; (508) 879-8301.

Sullivan, Bernard, Editor, FR Herald News; B.A. St. John's Seminary, Boston College; 208 Pocasset St., FR 02720; (508) 676-8211.

Wallace, James, Dir. Choice Prog./Equal Ed. Opp. Plan. FR Schools; research/plan. specialist; M.A. Bridgewater State, 64 Durfee St. FR 02720; (508) 675-8367; Key School Dept. Personnel.

OTHER DESIGN TEAM AFFILIATIONS SEE BIOS APPENDIX II

Aetna Life and Casualty, Joseph D. Gorman; **Bank of FR** John R. Hubbard; **Bristol Community College**, Pres. Eileen Farley; **Bristol County Training Consortium (DOL)** James Calkins; **Browning-Ferris Industries**, Robert W. DeRosa; **Brown University**, **New England Multifunctional Resource Center**, Adeline Becker; **Charlton Hospital** CEO Frederick Dreyer; **Citizens for Citizens**, Mark A. Sullivan; **City of Fall River**



90 What did you like least about these schools?

E. EFFICACY/PARTICIPATION

91 Are you registered to vote?

0 No

1 Yes

98 Don't Know

99 Refused

92 Did you vote in the last presidential election?

0 No

1 Yes

98 Don't Know

99 Refused

I'm going to ask you to agree or disagree with the following questions.

93 I don't think public officials care much about what people like me think.

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

98 Don't Know

99 Refused

94 Sometimes I feel that I have no control over what happens to my family.

1 Strongly Agree

2 Agree

3 Disagree

4 Strongly Disagree

98 Don't Know

99 Refused

95 Who makes the major decisions in your household?

1 Mother

2 Father

3 Shared

4 Other _____

97 Not applicable

98 Don't Know

99 Refused

F. EDUCATIONAL AND PERSONAL GOALS

96 What do you see yourself doing in five years?

97 What do you see your children doing when they're grown up?

98 What are you proudest of in yourself?

99 What are you proudest of in your children?

100 What's the hardest thing you've ever had to do?

G. SOCIAL AND VOCATIONAL ISSUES

101 Which of the following services or organizations have you used?

[hand card to respondent]

102 Which of these services are you currently using?

103 Which of these services were most helpful?

104 Which of these services would you like to use in the future?

105 What skills or interests would you be willing to share with the children at the Family Learning Center? (examples: knitting, crafts, sewing, etc)

106 How do you feel about the questions we've discussed? Would you be willing to participate in other surveys in the future?

107 What services or information can the Family Learning Center provide your family to help your family achieve the goals we discussed earlier?

Signature of Respondent

OFFICE USE ONLY

108 Zip code _____

109 End time _____

Detailed Health Check

Family ID _____

Family Member: _____

33. How long has he/she had this (these) problem(s)?

34. Did he/she see a doctor for this or any other reason?

0 No

1 Yes

98 Don't Know

99 Refused

35. Does he/she take any medication on a regular basis?

0 No

1 Yes

98 Don't Know

99 Refused

36. If so, what type?

37. Where did he/she receive treatment for this problem?

1 Emergency Department

2 Walk in clinic

3 Doctor's office

4 Other (please specify)

98 Don't Know

99 Refused

Do other members of your family have health problems?

If no, return to Q 42 on the survey form; if yes, complete another form.



TECHNOLOGY LAB 2000

Approaching the year 2000, students face an ever-changing complex of technological phenomena—a flood of information and knowledge that never stops and never sleeps. We must provide new ways of organizing and delivering instruction—new ways of designing and equipping the instructional setting to prepare students for the 21st century.

the goal:

TECHNOLOGICAL LITERACY

SmartLab™, the latest stage in the evolutionary development of Technology Lab 2000™, represents the emergence of an increasingly responsive instructional environment. Its goal is to be a true "lab of the future" — one that is not an extension of the past, but rather a lab that derives its guiding principles from the vision of tomorrow, from innovative educational programs, and from state-of-the-art facility-design principles.

SmartLab is a comprehensive laboratory for the study of science and technology. While it incorporates an extensive collection of computers and peripherals, it is much more than just another version of the computer classroom. SmartLab presents a total, integrated system of furnishings, equipment, computer-mediated instruction, software, and inservice training. It stands ready to make links to the SmartSchool and the SmartDistrict by sharing data on student progress.

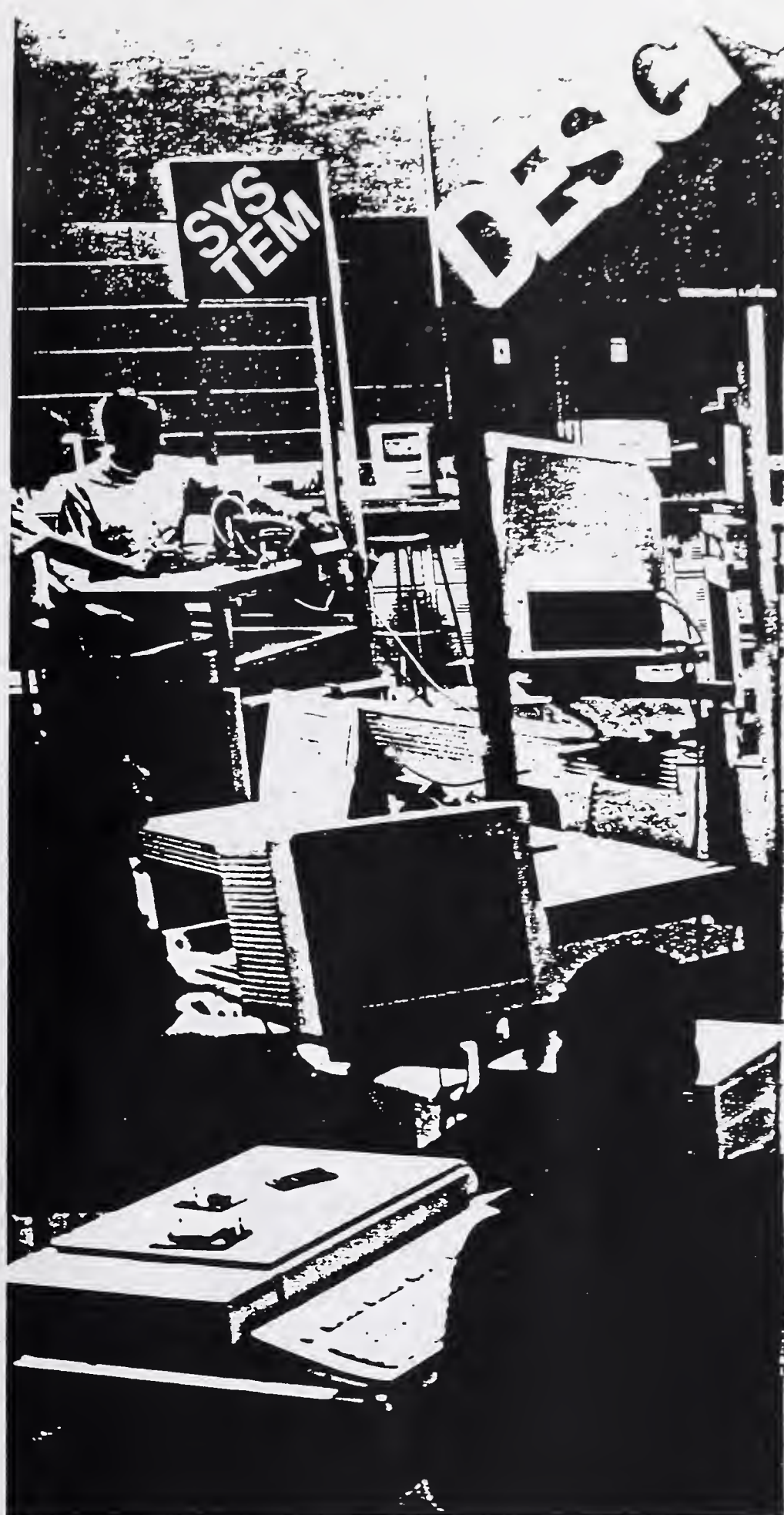
The SmartLab version of Technology Lab 2000 incorporates computer activity in virtually every aspect of its operation, going beyond computer-screen instruction. In SmartLab, a computer-managed network gives students access to, and control over, content, applications, and information in areas such as:

- Robotics
- Computer-aided manufacturing
- Systems simulations
- Word processing
- Satellite technology
- Pneumatic structures
- Rocketry
- Aerodynamic testing
- Simulated flight
- Hydroponics
- Superconductivity
- Space-frame construction
- Computer-assisted publishing

Rather than dominate the instructional program, computers are the tools by which students access the language and the concepts of a broader technological arena. Via the network, students import instructional modules and software applications to their workstation computers, and receive supporting visual information on adjacent video monitors.

The synergistic, interdisciplinary program of instruction that comprises SmartLab sharpens students' **conceptualizing** skills, challenging them to discover the underlying principles of science and technology and to apply those principles through the use of critical thinking, problem solving, and decision making. It emphasizes not only a mastery of technological subject matter, but also a mastery of the process of learning itself.

Huerfano School District, Blackstock Intermediate School



Students engage directly in the observation, exploration, application, and assessment of technological phenomena. They learn that technology is not passive — it is active and ever changing. Its components are interdependent.

In the process of becoming technologically literate, students acquire 21st-century skills and attitudes: teaming, consensus-seeking, complex problem-solving, and sensitivity to group dynamics. They learn to participate in computer-integrated enterprises in which all phases in the creation of a product — design, manufacture, production, and marketing — are linked and interdependent.



TECHNOLOGY LAB 2000™ / the SmartLab™

SmartLab is an integrated system of furnishings, equipment, computer-mediated instruction, software, inservice training, and ongoing support. SmartLab facilitates not only a mastery of logical subject matter, but a mastery of the process of learning itself.

In order for any learning environment to promote these new kinds of goals, it must answer to a new set of criteria. An innovative prelate of guidelines has governed the planning and outfitting of the SmartLab, making it:

Δ CURRICULUM-BASED:

Comprehensive instructional materials, based in the most advanced curriculum theories, guide student activities.

Δ MODULAR:

Because its elements, including furnishings and table-top apparatus, are based on dimensional standards they can be interrelated in various configurations.

Δ INTERCONNECTABLE:

Elements have standard fittings so that they can be readily linked to one another.



the solution:



In Technology Lab 2000 the SmartLab island-like arrangements of versatile, leading-edge laboratory furnishings form a series of reconfigurable activity zones within which students work, interact, and learn.

An **island**, a key configuration in the SmartLab, is composed of three work/learn stations positioned around a **Power Pylon**. The Power Pylon not only anchors the work/learn stations, it also acts as a conduit for the power services of electricity, air, and local-area computer networking to adjoining stations and to the teacher-control station.

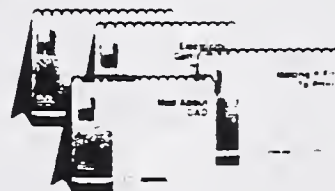
Viewed from above, the islands form a radial design — reaching out from their central cores and linking together to produce a web of stations where students engage in technological inquiry.

In **SmartLab**, each student participates in a unique sequence of learning activities — a journey of discovery that is different from, but complementary to, the activities of other students. It is a program that promotes individual exploration, creativity, and innovation, at the same time encouraging team collaboration, networking, and the cross fertilization of ideas.

SmartLab's unique delivery system of computer applications combined with instructional modules guides student progress. And its potential for student evaluation and record keeping promises even further teacher emancipation.

The teacher is freed to circulate and instruct students individually or in groups — to facilitate the creative contributions of each individual student, to coordinate those contributions, and to evolve a rich body of shared knowledge and skills.

In the **SmartLab**, pathways to the future are many — and they are one.

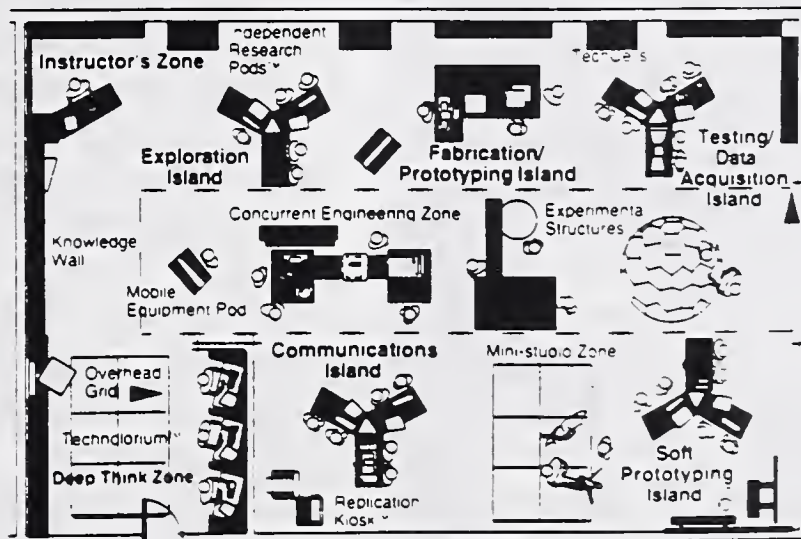


ONSIVE:
Instructional delivery system is mediated and interactive.

CONFIGURABLE:
Elements are designed to be amenable to numerous arrangements.

TRANSFORMABLE:
System can be converted into entirely new forms.

EFFECTIVE:
Desired effects are produced without any duplication or specialization.



Floor Plan for High School Pre-Engineering Lab



Students record progress



the process:

PLANNING FOR YOUR SMART LAB

Creative Learning Systems offers complete **planning services**, beginning with telephone and/or on-site consultation with superintendents, vocational education directors, assistant superintendents for instruction, technology education supervisors, trade and industrial education directors, architects and facility-planning directors, principals, and teachers. Discussions address everything from space planning requirements to facility design, power specifications, and the instructional program.

A written **proposal** follows these preliminary discussions, and includes floorplans, drawings, and complete lab specifications. However, the formal proposal never signals the end of informal discussions. On the contrary, Creative Learning's experts

continue to assist you throughout all phases of the decision process . . .

- Δ helping space planners and architects to expedite the renovation of existing facilities and prepare for new construction.
- Δ working with the district's purchasing department and facilitating communications with related suppliers.
- Δ coordinating the installation/training timetable with the schedules of all administrators and teachers.
- Δ establishing relationships and procedures that guarantee smooth, effective installation support.

aero 2330

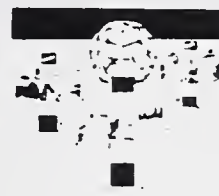


our vision:

PHILOSOPHY AND BACKGROUND

Creative Learning Systems, Inc. is a leading developer and supplier of innovative instructional materials, equipment systems, and modular furnishings for science and technology education, and engineering education. Its president, **James C. Durkin**, is a pioneer in Technology Education, having spearheaded one of the nation's earliest technological literacy programs for a high school in Ohio over 25 years ago. Durkin has taught courses in technology at the college level and has been a consultant to numerous school districts implementing technology programs. He is the author of a wide range of instructional materials, the developer of innovative equipment systems, and the designer of several types of instructional facilities, including many state-of-the-art technology learning laboratories.

As an outgrowth of its commitment to technology education, Creative Learning Systems is challenging educators to progress beyond the limited use of computers found in most schools today. The company has developed and incorporated numerous real-world applications of computer technology in its facility designs and is dedicated to the task of making technology "transparent." With its undeviating focus on the future, Creative Learning Systems is creating world-class facilities whose furnishings, equipment, and instructional programs combine to empower a new species of learner — the technologically literate questioner, collaborator, and problem-solver of tomorrow.



**Creative Learning Systems
assists you throughout
all phases of the
decision process.**

For more information on
the SmartLab, contact:
Creative Learning Systems, Inc.
16510 Via Esprillo
San Diego, CA 92127-1708

or phone our toll-free number
1-800-458-2880
Ext. #492

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Computers by APPLE. Photos by Greg Smith.
Technology Lab 2000, the SmartLab, is a
trademark of Creative Learning Systems, Inc.

FOCUS 21

New Generation of American Schools

Proposal

Submitted by

The Fall River Regional Task Force, Inc.



*Coalition for Excellence in Education:
Fall River 2000*

February 14, 1992

Fall River Regional Task Force, Inc.

57 North Main Street
Fall River, Massachusetts 02720
(508) 672-1821

Joseph H. Feitelberg
Chair, Board of Directors

Joseph D. Gorman
President

Rita Moniz
Executive Director

February 10, 1992

Mr. Thomas H. Kean
Chairman of the Board
New American Schools Development Corporation
1000 Wilson Boulevard
Suite 2710
Arlington, VA 22209

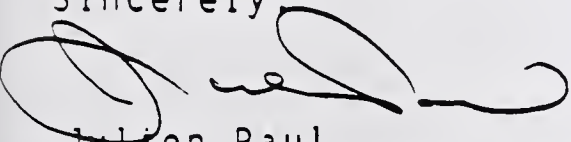
Dear Chairman Kean:

Our community of Fall River, Massachusetts, is pleased and proud to submit our proposal in response to your Request for Proposals, "Designs for a New Generation of American Schools."

As you may know, Fall River, Massachusetts was among the first communities in the nation to embrace America 2000, and to vote unanimously to work to become an America 2000 community in a community-wide education summit meeting held on June 21, 1991. While we have been working for years to develop world class schools for the children of our community, America 2000 and this RFP provided renewed impetus to crystalize our vision, not just for "break the mold" schools, but for a "break the mold" community--all working to raise our children and instill all our citizens with the knowledge, values and versatility needed for the 21st Century.

This is truly a collaborative effort. We have engaged individuals from all segments of our community, as well as noted experts, to participate in planning task forces on each critical element of our America 2000 agenda--focusing on the process, the content and the outcomes for our children and our community. We believe that this proposal represents an unprecedented vision and consensus about what our children and citizens should know and be able to do to exceed world class ~~education~~ education standards which will continue to rise. It is a human capital investment strategy that elevates expectations and hold us all accountable for our achievements. We recognize the enormity of the task ahead, and we, the community of Fall River, Massachusetts, are deeply committed to seeing it through.

Sincerely,



Julien Paul
Chair, Board of Directors

**Fall River: A Break The Mold Community
A Model for the Nation: Focus 21
Abstract**

Bidder's Name: Fall River Regional Task Force, Inc.
Address: 57 North Main Street, Fall River, MA 02720
Telephone: (508) 672-1821
Facsimile: (508) 675-8488
Principal Contact: Dr. Rita Moniz, Coalition for Excellence in Education

Abstract: The city of Fall River, Massachusetts, proposes not just to develop "break-the-mold" schools, but to *become a "break-the-mold" community*. As the first America 2000 community within the Commonwealth of Massachusetts, with a history of successful school innovation, and broad-based collaborative community action, we have developed a new vision, FOCUS 21: Family Oriented Curriculum, for us, and for the United States, for the 21st Century.

We share a vision of a learner-centered community, one in which new institutional relationships -- in fact, *new definitions of traditional institutions* -- strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders -- every citizen in our community. Our Family Learning Centers will comprehensively serve the educational, developmental, health, nutrition, social and emotional needs of young children and their families, becoming the new extended family for all.

The FOCUS curriculum, incorporating the five core subjects of English, math, science, history and geography will be integrated and experiential; students will be workers and active constructors of knowledge, and teachers will be learning facilitators. Assessment will be competency-based. All Centers will be equipped with appropriate technology.

The Education Institute. An innovative Education Institute will build capacity and provide support for the Family Learning Centers. *The Education Institute will replace the central administrative structure of the present School Department.* The Institute will provide: professional development, curriculum leadership, community involvement, institutional integration, research and development, dissemination and administration.

Fall River: A Break The Mold Community
A Model for the Nation: Focus 21
Executive Summary

INTRODUCTION. The city of Fall River, Massachusetts, proposes not just to develop "break-the-mold" schools, but to *become a "break-the-mold" community*. As the first America 2000 community within the Commonwealth of Massachusetts, we have a history of firsts (school choice, support for children and families, parent involvement, special service and attention to at-risk families, safe and drug free schools and active business involvement), and a record of being on the cutting edge (besides our reputation as Lizzie Borden's hometown!). An urban community, vexed with declining population, double digit unemployment, poverty, and mass immigration -- demographically, we are not unlike many other urban communities. However, we differ in several notable respects. We are not satisfied with the status quo. We share a common vision about what constitutes a quality education. We have a history of successful school innovation, and a history of broad-based collaborative community action. But the pace of change has been too slow, and the types of change have been too timid. Until now -- with our new FOCUS 21: Family Oriented Curriculum, for us, and for the United States, for the 21st Century.

WHAT WE PLAN TO ACCOMPLISH. We intend to become a "break-the-mold" community, in which our children and our families can achieve their full potential, become life-long learners, and acquire the knowledge, skills, abilities, attitudes and values that contribute to a healthy society and a prosperous and self-sustaining economy. We hold some values firmly -- that we must **stress prevention**, without neglecting the needs of the current generation; that we must provide **extra support for the key transitions** of young people, not just from school to school, but from school to work, school to home, school to community, and adolescence to adult responsibilities. Our young people, in fact all our citizens, must be equipped with the habits of the mind, and the habits of the heart, that will enable us to aspire and achieve greatness.

OUR BASIC CONCEPT AND HOW WE WILL DEVELOP IT. We share a vision of a learner-centered community, one in which new institutional relationships -- in fact, *new definitions of traditional institutions* -- strengthen the supports for our children and families, one in which high expectations and clear goals are established for all stakeholders -- every citizen in our community. Our design is outcome-based and learner-centered. We intend to develop a design, not only to completely restructure the school system, but the growing up experience. And our new paradigm shifts the traditional focus from the perspective of the service providers, to the perspective of the learners -- a new *focus* -- a new family oriented curriculum, and a new family oriented community, for us, and for the United States.

Family Learning Centers. The initial phase of our design transforms four of Fall River's elementary schools into Family Learning Centers that will comprehensively serve the educational, developmental, and social needs of young children and their families. In time, the FLCs will be extended city-wide. To ensure that urban youth are able to learn successfully, the Centers will coordinate health, nutrition, social, emotional, and educational services for children and their families, throughout their lives. Providers of day care, after-school and regular school services will collaborate to provide seamless access to high quality education and support -- the Family Learning Center will become an extended family for all.

The **FOCUS curriculum**, incorporating the five core subjects of English, math, science, history and geography will be integrated and experiential; students will be workers and active constructors of knowledge, and teachers will be learning facilitators. Assessment will be competency-based, rather than grade based, using the five SCANS competencies, (resources, interpersonal, information, systems, and technology) plus a sixth competency of our own -- a liberal arts/democratic competency, to develop an appreciation of those things that have intrinsic value and add richness and meaning to life. Students will progress at their own pace, advancing upon mastery of the required competencies at each level. All Centers will be equipped with appropriate technology, and, in fact, all schools are currently being wired for fiber optic

communication. Full implementation will be phased-in, following the initial learners as they progress scholastically.

The Education Institute. An innovative Education Institute will be established to build capacity and provide support for the Family Learning Centers. *The Education Institute will replace the central administrative structure of the present School Department.* The Institute will provide:

- **Professional Development** -- for teachers, administrators, and other personnel, and parents and community volunteers;
- **Curriculum Leadership** -- involving knowledgeable stakeholders in setting city-wide goals, objectives, and outcomes for education to bring students to a world class level of achievement;
- **Community Involvement** -- upgrading parents, business, and other volunteers' skills as mentors and advocates for children, and as participants in the governance -- in site-based management of the Family Learning Centers;
- **Institutional Integration** -- re-defining our community's youth and family serving organizations, coordinating social, developmental, emotional, and educational services for each young person and the family;
- **Research and Development** -- tracking trends, distilling what works, managing the institutional data base, disseminating promising practices, and monitoring progress on our Community Report Card;
- **Dissemination** -- serving as a national resource for dissemination and marketing, linking with other national business and education organizations, the media, and others using technology, and selected experts to provide "how to" information to others wishing to replicate our ideas; and
- **Administration** -- coordinating those activities best centralized and not included in the site-based management model, including some aspects of financial management and monitoring, facilities maintenance, and so forth. Support, not control. Assistance, not administrivia.

OUR DESIGN TEAM. Our Design Team is not an ad hoc collection of "name brand" hot-shots -- we are the stakeholders in our children's and our community's future: we are the decisionmakers who can collectively change every major community institution (education, business, government, civic organizations), and have come together as a "break-the-mold" community. We include: business coalition executives, labor leaders, education leaders and thinkers, city planners, college and university faculty, nobel laureates (well, one at least) and even lawyers! Too numerous to mention; too committed to omit.

RESEARCH AND EXPERIENCE SUPPORTING OUR DESIGN. Our design is about providing continuity in the life of every learner, of ensuring the necessary caliber of curriculum to stimulate excellence, of ensuring the necessary coordination of supports and services to enable each learner to achieve to full potential. In the area of early childhood development, our thoughts were shaped by the work of experts such as Lisbeth Schorr, T. Berry Brazelton, and others who advise that quality child care in the early years is critical. Some 40-60 percent of language is said to be learned by age three. Our perspective that the learners should be our central focus and that the transitions of young people are the critical pressure points was influenced by the work of Harold Hodgkinson (All One System, and All The Same Client), James Comer (teams providing support to the learner), the Carnegie Council on Adolescent Development (Turning Points), the William T. Grant Foundation (The Forgotten Half), the National Alliance of Business (The Fourth R: Workforce Readiness, a Blueprint for Business on Restructuring Education), and The Business Roundtable's Participation Guide. Our thinking about workforce preparation and values and versatility needed for responsible citizenship was partially shaped by the work of the SCANS commission (What Work Requires of Schools), the National Center on Education and the Economy (High Skills, Low Wages), the American Business Conference (The Vital Link), the Departments of Labor, Education and Commerce (Building A Quality Workforce, Workforce 2000, America 2000) and the writings of the major business associations (NAB, The Business Roundtable, the Chamber's Center for Workforce Preparation and Quality Education. Our

thinking about accountability was shaped, in part, by Peter Senge (The Fifth Discipline) and a key member of our FOCUS 21 Design Team. Ultimately, our design reflects our own best thinking, and choices best for our children and our community

COSTS OF OUR DESIGN. The costs of our design, \$5,600 per learner (excluding construction), are within our Commonwealth's per student annual expenditures of \$6,170. Appropriate waivers of regulations of contracts will be accomplished.

HOW WE WILL KNOW IF IT WORKS. Our design is built around the premise of accountability for all stakeholders. Our Education Institute, our community's institutions, and selected outside evaluators will continuously monitor progress, identify mid-course corrections, and track outcomes. We will use all means of self-assessment, from the informal, anecdotal accounts, to the structured management assessments (a process evaluation), to the most important assessments of impact on all stakeholders, longitudinal studies, and cost/benefit analyses. We will hold ourselves accountable through a Community Report Card, learner and family portfolio assessments, employability certificates, and of course, public sentiment, and the marketplace.

HOW WE WILL PERSUADE OTHERS TO PUT DESIGN INTO PLACE. Our design and our process will be fully documented, with the assistance of the Education Institute, which will become a world-class education transformation institute. Our outreach strategy relies on multiple mechanisms (mass media, written materials, videos, etc.) and multiple national business and education organizations, to get the word out in pyramidal fashion, and to back it up with management and technical expertise on demand.

CONCLUSION. It is the year 2002. Fall River has become a "break the mold," community. Our Family Learning Centers have grown city-wide and spread country-wide. Our Education Institute is world-reknown, as a new model for education administration, facilitation and support. Ours is a learning community, and learning is a community enterprise. And we're not done yet!

**Fall River: A Break The Mold Community
A Model for the Nation: FOCUS 21**

"...we must cultivate communities where learning can happen." George Bush, April 18, 1991

INTRODUCTION: A History Of Innovation. The people of Fall River, Massachusetts have responded to the President's challenge. For the past several years, we have made a concerted effort to reform and improve our schools, both to better prepare our young people for a productive life in our modern society and to strengthen our city. Although proud of our past efforts and resulting achievements, we are excited about the challenge now before us. Within the past year, we have committed fully to the goals of AMERICA 2000 and embarked on an ambitious and comprehensive community effort to bring that vision to life.

Coalition for Excellence in Education. Since the report of the Presidential Commission "A Nation At Risk," both the Fall River Regional Task Force, which was formed in 1974 to bring together private and public sector leaders to identify community problems and develop solutions, and the Fall River Area Chamber of Commerce and Industry have consistently that local economic development could not be separated from local public education. With overlapping memberships, including the School Department, an instant collaboration took place: thus the Coalition for Excellence in Education was established as a part of the Fall River Task Force.

The administrative policy of the Coalition is set by a Steering Committee composed of representatives of the Chamber, Task Force, and the Fall River School Dept. For nine years, Rita Moniz, Ph.D. has worked with the Task Force and now the Coalition as a consultant. She will continue her work as Project Leader under the grant. The Task Force, Chamber and School Department have each loaned the Coalition one staff person to provide support services.

Fall River: 21st Century Leadership Summit on Education. In April, 1991, the Coalition planned a city-wide meeting of educational stakeholders. The Business Roundtable Participation Guide was used as an organizing vehicle and over 300 educational stakeholders

representing every facet of community life were invited to attend the Fall River Leadership Conference. While the Conference was being planned, President Bush announced his education strategy, AMERICA 2000. The Coalition immediately incorporated its basic principles into our agenda, making Fall River one of the first cities in the nation to hold a summit meeting focused on the President's program for restructuring America's schools.

Fall River: An America 2000 Community. On June 25, 1991 nearly two hundred Fall River citizens representing education, business, government youth serving organizations, the academic community, churches, civic groups, volunteer agencies, the media and other interested organizations gathered at Talbot Middle School, where they reviewed the current status of American public education, the performance of our schools, and the goals and strategy of AMERICA 2000.

- Early Childhood Development;
- Teacher Preparation and Competencies/Curriculum Development,
- Adult Literacy and Lifelong Learning;
- School Management and Accountability;
- School Assets: Property, Plant, Equipment, Technology and Financial Resources;
- Parental Involvement;
- Social and Health Services/Safe, Disciplined and Drug Free Schools; and
- Community Involvement.

At the end of the day's work, the citizens voted unanimously to become an AMERICA 2000 community. the full School Committee formally adopted The National Education Goals making Fall River the first AMERICA 2000 community within the Commonwealth of Massachusetts.

Our Transforming Effort Continues. The Working Groups have grown and continued deliberations over the past eight months. Group Leaders meet every two weeks to coordinate work and monitor progress. The Coalition held follow-up Leadership Meetings in October and again in November, Congressman Barney Frank provided a keynote address and S. Paul Reville, Executive Director of the Massachusetts Business Alliance for Education presented their legislative school reform package, "Every Child a Winner." In the October teleconference sponsored by the U.S. Department of Education, ours was the only Massachusetts community

asked to present our reform process. Thus, this proposal to design a New American School is a continuation and logical extension of our community's commitment to transforming America's schools, and an opportunity to apply our new vision of education in America.

The City of Fall River. Fall River is an old, industrial city located in Bristol County in southeastern Massachusetts. It has experienced a 13% decrease in population since 1975, primarily in the 20-60 age group. Many young, educated professionals, have left to find work in their chosen fields. Hundreds of well-paying manufacturing jobs have been lost in recent years with the preponderance of new opportunities consisting of minimum wage retail and service jobs. An estimated 14.8% of the city's population have incomes at or below poverty. The current unemployment rate is 11.7.

A Diverse Urban Community. Our community is 100% urban. It has been a major center of immigration for Portuguese families coming primarily from the Azores with a recent influx of Asians, primarily Cambodians. Most arrive with limited or no English language skills. Recently Hispanic and African-American families have also settled in Fall River.

Demographics. The population is not well educated. The 1980 census showed that, of those aged 25 or older: • 16.2% had only an elementary school education; • 55.5% attended junior high and/or high school but did not obtain a high school diploma; • 21.6% graduated from high school; and • only 6.7% graduated from college.

The Fall River School System. The Fall River Public School System operates and maintains 33 schools in the community--one comprehensive high school, four middle, and 28 elementary schools, with a total student population of 12,500. The Superintendent, responsible for the operation of the system, is accountable to the School Committee, the governing body, and to the Mayor, who chairs the School Committee. The annual budget is approximately \$46 million, with per-pupil expenditures of \$3,990, a full third less than the state average of \$6,170. The Massachusetts Business Alliance for Education proposal now pending in the state legislature recommends Fall River's proposed expenditures to rise to \$6,000. That is the figure we have used in our budget.

The student population presents a significant educational and social challenge.

- 40% of the school age population (5,000 students) can be classified as "at-risk;"
- 27% of students have separated or divorced parents (an increase of 7% since 1980);
- 9% were in foster homes or had one deceased parent; and
- 36% come from homes where a language other than English is spoken.

A growing minority population. During the past 5 years, the number of African-American students is up 82%, Asians up 261% and Hispanics up 541%. Students whose first language is Portuguese make up 28% of the total student population, an increase of 7% in the past five years. Fifteen percent of all Fall River births are to teens (1989 data) compared to 8.5% in the Commonwealth overall.

Scholastic aptitude and achievement. On the Massachusetts Educational Assessment Program administered in 1989-90, student achievement was below the statewide average for proficiency in the four subjects:

% of F. R.	Grade 4		Grade 8		Grade 12	
	% State	% of F. R.	% State	% of F. R.	% State	
Reading	84	91	71	85	74	82
Mathematics	89	95	82	90	75	84
Science	89	94	79	89	79	87
Social Studies	91	93	76	88	75	84

We must transform our community if we are to attain world class standards. Scores on the Scholastic Aptitude Test for high school students were: Verbal-376, Math-406, and Total-782. The dropout rate is currently about 30%.

A History of Successful Innovation. Our community recognizes the enormous challenge that we face -- not just the schools, *but all of us*. We share a common vision and **FOCUS** about what constitutes a quality education. We have a history of successful school innovation, and have made significant progress in recent years. But the pace of change has been too slow, and the types of change too timid. We know that much more is possible. This is not the first time that Fall River has been on the cutting edge of educational innovation. We were the first

Massachusetts city to purchase textbooks for public schools, the first to establish all-day kindergarten and the first community to establish community scholarship foundations. These foundations have been replicated nationally and have raised over \$20 million. We were the first school system nationally to integrate on the basis of English language proficiency and one of four cities nationally to first establish an early childhood development program using the Anisa model. We are leaders in:

- School Choice. *Ours was the nation's first intra-district choice plan based on integration of linguistic minority students.* Since 1987 parents have had choice and equity of access. Fifty percent of parents registering children in the public schools visit schools before making their choices and 39% choose non-neighborhood schools.

- Support for Children and Families, through Extended Day Programs. We offer three types of extended school day services: a program for students needing academic assistance, a parent training program in Whole Language Reading for primary grade (K-3) students and their parents, and a multicultural program for both English and non-English speaking parents and children.

- Parent involvement, through our Parent Information Centers. We established five centers in 1987 to support and inform parents about the "Schools of Choice" process and aid in the selection. Staffed by bilingual Parent Workers, the centers have expanded their services in response to parent requests and family needs. Since 1987, Parent Workers, *in addition to having registered or transferred over 6,000 students, have also served as social service network counselors.*

- Special service and attention to at-risk children, through Fall River Futures. Using a case management system, the student services center tracks at-risk students throughout the year. Depending on need, appropriate academic and/or social services are arranged by the student advocates who staff the center. "Futures" also operates two alternative classrooms, and offers students the incentive of summer employment for successful program completion.

- Safe and drug-free schools, through our Fall River Drug Free School Project. Present in all 33 of the city schools, it is guided by an Advisory Council of 50 community members representing social service agencies and all ethnic and racial groups in the city. It operates in conjunction with local substance abuse prevention agencies, the police department, and the district attorney's office.

- Business and community involvement. A joint venture with the Fall River Chamber of Commerce since 1986, 50 school/business partnerships including a fully operational branch of the Fall River Five Cents Bank, training and employing students and serving 3,000 students and staff at Durfee High School. The goal is to have a business partner for every school adopted by 1993, not merely for cupcakes and tee-shirts, but for a viable and vital school-community link.

Encouraging Results. In a city vexed by double digit unemployment, poverty, ethnic immigration, and other problems common to urban America, Fall River Public Schools in the last six years have achieved some remarkable results:

- the high school dropout rate has been reduced 20% (1983: 50%, 1991: 30%);
- increased numbers of graduates are going on to college (from 49% to 64%); and
- reading and writing scores have improved on the basic skills statewide tests.

Fall River provides an excellent setting for a New Generations **FOCUS 21** Campaign. Although we are economically depressed, we are not dysfunctional. Our collaborative culture, public/private sector relationships, high rates of volunteerism and community participation (the only community in Southeastern Massachusetts to consistently reach 100% of its United Way goal) and past and present educational innovation demonstrate that we have the capacity and the will to become a "break-the-mold" community. To quote our Superintendent, "We are positioned for greatness."

A Need and a Commitment to "Break-the-Mold." Despite our history of successful innovation, *we are not satisfied with our educational outcomes. Our efforts in the past have too much fallen into the pattern of "tinkering." Given the momentum of our continuing work,*

we now are committed to an imperative of total transformation - no matter what it takes, no matter how long it takes - and the entire community is on board (see Appendix VII). We must stress prevention, without neglecting the current generation. We must focus on the key transitions of young people, not just from school to work, but from adolescence to adult responsibilities. We know that mere "school improvement" will not be enough to meet the challenges of the future and the world standards of The National Education Goals. Under the leadership of the Coalition for Excellence in Education, Fall River, Massachusetts is determined to develop "break-the-mold" family learning centers here and in numerous communities around the nation. But it is not enough to create "break-the-mold" schools, we must become a "break-the-mold" community.

WHAT WE INTEND TO ACCOMPLISH

We intend to develop a replicable design that will enable the city of Fall River and other communities to completely restructure their communities in order to enable all children and their families to become life-long learners and to acquire attitudes, knowledge and skills needed to contribute to a healthy society and a prosperous and sustainable economy. This can be achieved when children and their families, striving to meet their full potential, are:

- able to employ critical and creative thinking skills to solve problems and make decisions;
- technologically literate as well as literate in the traditional sense;
- good communicators with well-developed personal skills;
- able to work cooperatively with others;
- creative, flexible, self-motivated and possess a positive self-image;
- productive, able to gain satisfaction through achievement and strive for physical well-being;
- capable of making independent decisions;
- respectful of others regardless of differences; and
- aware of the rights and responsibilities of our democratic society and prepared to exercise them responsibly within their family, their community, the nation, and the world.

Our young people, in fact, all our citizens, must be equipped with the habits of the mind, and habits of the heart, that will enable us to aspire and achieve greatness.

The Fall River Coalition for Excellence in Education recognizes the six National Education Goals as the primary focus of our effort. To achieve these goals, we envision ourselves implementing the following changes in the community's learning environment.

We share a vision of a learner-centered community, a community whose environment is conducive to learning, but also one that continually learns in order to improve itself. To facilitate replication elsewhere, we will document the entire process of creating the vision, developing plans for individual school and system-wide restructuring, and implementing them, first in pilot sites and subsequently in the entire system.

Our design will create new institutional relationships within the community resulting in more cost-effective delivery of necessary community and social services to students and their families. This will strengthen and preserve family life, better help those in need, and save money.

Our design will establish high expectations for all stakeholders (students, parents, teachers, business sector) as appropriate to their role in the educational enterprise and establish the principle of shared accountability for the achievement of desired outcomes. It will also address the need for improved dissemination of information about the performance of students, schools, and all stakeholders through a specific report card or portfolio assessment for each school and suggest the appropriate use of this information to guide program planning and decision-making. *We will also develop a Fall River "break-the-mold" report card.*

Students will be able to demonstrate high level competency in the core subject areas. To do this, our team will research and appropriately incorporate goals, standards and assessment instruments from a wide variety of sources including:

- nationally recognized organizations, such as the National Council of Teachers of Mathematics, the National Council of Teachers of English, the Bradley Commission on history, the Joint Committee on Geographic Education, the American Association for the Advancement of Science (Project 2061), and the National Science Teachers' Association;
- the National Council on Education Standards and Testing recently created by Congress;
- the National Assessment of Educational Progress;

- the Massachusetts Educational Excellence and Accountability Act, and the Commonwealth's standardized testing program.

Our Design will move forward the achievement of local goals such as those adopted by the Fall River School Committee, to provide for the 21st century -

- School facilities that meet the educational needs and expectations of students and parents;
- Assurance of equal educational opportunity and access for all students;
- Support to parents in choice of schools and educational options that reflect their needs and best serve the needs of their children;
- Individual school distinctiveness in response to overall parent and educational staff involvement in the planning process; and
- Comprehensive and accurate data and information retrieval system for entire community of learners.

The design will contribute to a greater understanding of "global community" and the meaning this concept has in each learning center and its surrounding neighborhood, our city, the commonwealth, the nation, and the world. This should evidence itself in community service and civic participation, a responsible electorate and compassionate neighbors, with respect for the rights and property of others, and tolerance of and appreciation for diversity.

Finally and extremely important, the design will contribute to a needed economic revitalization of the community. Good schools and a well educated, productive workforce attract business, attract jobs, stimulate commerce, and improve economic vitality.

OUR VISION: A LEARNER-CENTERED SYSTEM

Breaking The Old Mold. The traditional school system is centered on inputs and service providers, mostly the teachers. Great attention is paid to materials selection, curriculum design, and bureaucratic rules and regulations. Teachers are regarded as the active persons and their performance is systematically evaluated, but to little consequence. The learners are expected to be quietly passive and little attention is usually given to what they are doing, unless they are acting disruptively. The system makes little accommodation for individual differences and needs. Student

outcomes are thought to be mostly a result of innate intelligence and effort. Schools of education teach educators not only to accept failure, but to actually expect it.

Our Vision is Outcome-Based and Learner-Centered. Our approach to change is to draw from the past and to merge it with a new vision which expresses the noetic principle required to fuse tradition with a sense of destiny. We begin with the premise that learning must be an active, shared experience and that the system must be structured to make it clear what is to be learned and then provide the environment, the activities, the materials and resources, the time, the instruction, the support, the feedback -- everything needed to make the experience successful for each and every student. We present here our vision of how we will make that happen, told from the perspective of the learner.

Maria Theresa's Fall River Learning Experience Fall River, Massachusetts, The Year 2000

My name is Maria Theresa and I am six years old. I was born in 1994, one year after my parents immigrated to Fall River, Massachusetts from the Azores. My father, Manuel, works as a seasonal landscaper and is unemployed about five months every year. My mother, Alda, stitches in one of the last needle-trade factories in the city. Both have an education, acquired in the Azores, equivalent to the traditional American sixth grade. Although they speak some English, Portuguese is still spoken in our home. My parents work hard and don't want to be on welfare. They hope for a better life for me and my three older brothers.

When my mother became pregnant, her doctor asked permission to notify the neighborhood Family Learning Center (FLC). An outreach counselor soon called my mother to explain the services offered by the Center, including: a nutrition and exercise program, a childbirth program, a parenting program, and arrangements for child-care beginning at six weeks. Learning that my parents were immigrants, the counselor also explained the availability of literacy and citizenship preparation classes.

So my mother could continue working, I was placed in the FLC nursery six weeks after I was born. I received expert and loving care from the staff, which included students from the Early

Childhood Center at Bristol Community College and people from the Grandparents Program who became like an extended family to me. My brothers were enrolled in "after-school" programs chosen by my parents from many available. My oldest brother, who was having trouble with math, became a whiz at backgammon. My middle brother, who loves gardening like my father, almost took over the greenhouse that is part of the Center's science program. My youngest brother, who is fond of cooking, learned fractions by figuring out recipes, and became the best brownie maker in the East End. We apply our learning to real world responsibilities.

My mother became involved with the Parents Council when I was about three years old. She enrolled in the Parent's Program at the Education Institute to become eligible for election to the FLC's Management Team. Her Certificate Program included training in small group decision-making, strategic planning, governance of policy-making boards, understanding local politics, and several programs about education, curriculum, learning styles, and site-based management. At the Institute she met several teachers taking courses offered by the Professional Development Program. She was surprised to encounter her factory manager who was preparing to teach after his retirement the following year. Mother was selected to participate in an Institute R & D project to evaluate the progress of the Family Learning Center programs. She worked with famous professors from important universities who were involved in FOCUS 21.

When I was at the Getting Ready Level, my friends and I conversed in both English and Portuguese, as the Center's bilingual program began language instruction for English-speaking children at an early age. I was learning English fine, but my friends had trouble with Portuguese and asked me to help them -- we work well in teams.

I receive regular physical and dental checkups in the clinic which operates one day each week at the Center. I also eat two or three meals a day there, depending on my family's needs. My father spends many hours at the Center during his unemployment, completing a literacy program and then an Academy Certificate (like the old GED, but personalized to each individual's needs, and well respected by business and the military). He wants to begin his own landscaping business and is acquiring business and computer skills by attending workshops at the FLC offered through

the Small Business Development Center from U. Mass.-Dartmouth. My mother is also enrolled in an Academy program, but she wants to become a teacher's assistant so her time is divided between the Academy and Bristol Community College.

Although my father studies hard, mother learns easier and faster than he does. He sometimes becomes discouraged and drinks too much. Mother recently went to an Al-Anon meeting at the Center for guidance and help with this problem.

When I was five, a young woman who worked at a bank became my mentor. She was released from work for up to four hours every two weeks to volunteer at the Center, read to the children, and meet with me alone. I would tell her "secrets" that I didn't want ANYBODY to know. When my Cambodian friend told me she didn't celebrate Christmas, I was confused. My mentor explained about Buddha and I was eager to tell my family about this different religion.

I will have the same teachers for several years. Rather than being "taught" discrete subjects, our teachers organize learning experiences that combine several subjects, provide "hands-on" experiences, and make us think. The teachers regularly participate in professional development programs at the Education Institute where they learn new techniques and ideas. When our Principal left, a Master Teacher temporarily filled-in and a retired business executive volunteered her time to help manage the FLC until a replacement was found.

My parents will become U.S. citizens in a few weeks. I occasionally attended citizen preparation classes with them and remember asking my "social studies" teacher about the Bill Of Rights. She brought up a really old movie for me to watch on the computer called "Gideon's Trumpet." I didn't understand all of it, but I told my mentor afterwards that "life, liberty and happiness were important human rights, and that people better vote." That's what my parents will be able to do soon. The Judge will swear in all the new citizens at the Family Learning Center. We will learn more all about what that means in the next several weeks. My brother, Fernando, as part of his community service project, is helping make arrangements to cater the celebration.

The results from my standardized tests just came in. Our progress reports are based on the national assessments administered by the Department of Education as part of the AMERICA 2000

program, and on an individual assessment of each student's achievement and understanding. Our parents are also assessed. Those combined assessments, known as the Fall River Report Card, post the performance of every FLC in the system. The Research and Development program of the Education Institute tracks the data and our progress. Since FOCUS 21, which began in 1992, significant progress has been made every year. The dropout rate at the high school is now just under 5%. The literacy rate of the population has increased at a steady five percent per year, and attendance at local theaters and concerts has increased at the same rate. Our progress -- and my family's, too -- is also demonstrated through our personal/family portfolios where we keep copies of all our individual and family projects and other work.

All parents in Fall River may choose which of the four intermediate level learning centers their children will attend. That will be difficult for me -- the choices are all high quality. I visited them with my family to choose one for my older brother. One Intermediate Family Learning Center has a micro-society based curriculum; another is a technology-based center; another emphasizes applied skills in arts and crafts; and still another is an international learning center. When we visited the technology-based center, I was intrigued by the Columbus project. Four students were talking with the teacher about the assigned group reports on Columbus' life and times. The students used the multimedia station in the room, located and loaded the GTV videodisc, and opened "Showmaker." They quickly completed a search on the word "Columbus," and watched one of the video clips which they found. They expanded their search to include "Spain" and "New World". Then they divided up their work, each assembling a portion of the group presentation.

I am interested in attending college. One brother is about to enter the Academy (formerly known as the high school). Having overcome his analytical skills (math) problem, he will attend the Technology Program and is interested in construction engineering. He will spend a good deal of time at Bristol Community College. When he receives his diploma, his skill level will be equivalent to what was called an Associate's Degree back in 1990.

It is now the year 2040. I still live in Fall River, Massachusetts. My first job was with the National Geodetic Administration which established its New England branch office in the city

because of the caliber of entry-level workers. I teach in a learning center and direct the Fall River Cultural Center. I have just completed my fifth term on the Fall River City Council and, although I am very busy, I serve as a mentor and advocate at the FLC near my home. My two children attend the nearby University. They learn through interstellar quark discs, and laugh when I tell them about our fiber optic network. One brother has just been awarded the contract to build a new learning center. Another brother owns one of the finest restaurants in the area, which specializes in Portuguese cuisine. My third brother works with my oldest brother and is the landscaping engineer on his construction projects.

Fall River has become a "break-the-mold" community, a world model for education. Our Education Institute is world famous -- as a new model for education administration, as a leading teacher (learning facilitator) preparation institution, and as a community enterprise, where business and labor, government, parents and families all share responsibility for our children's education. The median education level in Fall River has increased from 9.3 to 13.5 years during the last five decades. Six fortune 500 companies have located branches in the city. Things have definitely turned around. And our community continues to change, improve, grow, and flourish.

OUR BASIC CONCEPT: FOCUS 21 This is a proposal to develop a design not only to completely restructure the school system, but the *growing up experience*. While learning is at the center of what we intend to do, our vision embraces and transforms the entire community and virtually all its human service provider institutions. As illustrated in the above vision, we are approaching this from the perspective of the learners, rather than the service providers. That critical shift in viewpoint is our new paradigm, our new **FOCUS** for the 21st Century. It will be institutionalized in our community so that responsive change is a continuing process.

A Two-Part Design. The initial phase of our design transforms four of Fall River's elementary schools into Family Learning Centers (FLCs) that will comprehensively serve the instructional, developmental and social needs of young children and their families. In time, the FLCs will include all schools at all levels throughout the city. Support for the Family Learning

Centers will be provided through a city-wide Education Institute that will replace the traditional administrative structure of the school system, with a unique research and development capacity that will inform and support the FLCs.

The School As Family Learning Center. The Family Learning Center will provide all necessary services, far beyond strict academics, to ensure that urban youth learn successfully.

- The center will coordinate health, nutrition, social, and parent education services -- from public and private agencies -- to ensure their accessibility to enrolled families. Center services will begin pre-natally and continue throughout the school years.

- Providers of day care, pre-school, after-school, and regular school programs will collaborate to ensure that all enrolled families have access to high quality early childhood learning and to ensure that their philosophy, curriculum, and delivery provides continuity for the learner, day-to-day and year-to-year.

- The Center will offer a rich curriculum based on validated, current research and supported through rigorous staff development. Progress will be monitored, assessed at specified benchmarks, and tracked against world-class achievement standards.

- Governance of each FLC will be through shared decision-making involving staff, parents and community.

Sites Selected. One elementary school in each of Fall River's four public education zones has been selected to be transformed into a Family Learning Center. These schools represent different neighborhoods demographically, include children with bilingual and special education needs, are close to public housing, and have land around them for expansion. These schools were designated Early Childhood Development Centers in our comprehensive building needs study developed by the Task Force. The Ganbatte Report (1990) (Appendix X) envisions the present physical plant as inadequate. The rehabilitation designs include a modular "pod," an intact addition which can be attached to the side or underneath of buildings in congested urban areas. These pods contain the physical space needed to support the social services, parent centers, training, planning areas, community space, etc., required by the Family Learning Centers.

Schedule. The Centers will operate six days a week, twelve months per year. The building will open at 6:30 A.M. to 9:00 P.M. Learners and teachers will spend from 8:00 A.M. - 3:00 P.M., Monday through Friday, in the Basic Learning Program, beginning September 1 and continuing through July 15. Extended Day (coaching) Learning takes place from 3:00 P.M. to 6:00 P.M., Monday -Friday, and 8:00 A.M. to 12:00 P.M. on Saturdays. Community activities take place from 6:00 P.M. to 9:00 P.M. The Saturday and August learning includes child care, homework centers, and "Club" activities such as apprenticeship, community service, leadership development and training and the like. One Friday and Saturday each month, all teachers and the principal from each site attend the Education Institute on a rotating basis. Eight Teacher Interns, properly trained through the Institute, act as "substitute teachers" on that Friday at a particular site. Teacher Assistants are also trained at the sites by the Master Teacher (one per school). From July 15-31, teachers are required to attend the Education Institute.

The FLC as Total Family Support Center. Learning does not take place in isolation. The Family Learning Center acknowledges the lamentable demise of the nuclear family, and thus becomes an extended family. Traditional schools have long performed these duties ad hoc. Because they are not formally institutionalized and funded as part of the schools, these duties have invaded and supplanted the curriculum to the detriment of the learner. The Family Learning Centers will incorporate these responsibilities into the overall design.

As the focus of all supportive and social services, the FLCs will be linked through a computer network via fiber optic cable to all relevant agencies. Some services like health/dental exams will be conducted on-site and other services will be available off-site, on referral. For example, eventually we may operate a 2-4 year old learning program at Charlton Memorial Hospital or at the Aetna Insurance Company (two of our largest employers). All children prior to five years of age will be prepared to enter the learning program. Centers will be linked to the Boyd Center Early Childhood Development program and Head Start so that more children than those attending the initial Family Learning Centers will be served. Our youth serving organizations (Library, Scouts, Little League, etc.) will be coordinated through the Centers.

Linkages and service coordination will be arranged through the FLC, so that referrals of children and families will not be between agencies but to services within the FLC. Educational, care, social-emotional, and health services in varied sites throughout the community, will be provided to child and parents in a unified way, staffed by personnel jointly funded by relevant agencies.

The FLC As Focus for Coordinating All Educational Programs. The FLC will ensure continuity among all community education providers and thereby continuity in the educational life of the child and family. Changes in society have resulted in much discontinuity for children, and this is especially true in cities like Fall River with many high risk youngsters. Parents, babysitters, day care centers, pre-school programs, afterschool care, social services, health care providers, and the school system each play a part in the life of a child, during any one day. From the perspective of the child, this well-intentioned network of services often translates into an array of stressful changes and conflicting expectations.

We address this discontinuity by forming close ties with the family as the center of the child's experience. Parent outreach and involvement have become increasingly important. Community linkages help provide better coordinated services and avoid wasteful duplication of effort. The pioneering nature of the Family Learning Center is that it addresses discontinuity by seeking totally different relationships -- organic, rather than constrained. The FLC will not be narrowly a public school seeking to connect with other stakeholders in the community; the stakeholders will create and govern the FLC. The curriculum of the FLC will specify not only what the teacher will teach, but also what is offered by all other education providers, including programs, parents, and members of the community. The curriculum will be designed by the FLC in conjunction with the Education Institute.

Parents as First and Most Important Teachers. A progressive effort, beginning prenatally, and continuing through the school life of the child, will develop parents as the first and most important teachers. Parents will know they are part of the curriculum and that success depends upon their involvement. Outreach will include personal contact and programs developed

for cable TV. Classes in literacy, knowledge of the curriculum, and job and life skills will be offered. The community college, library, and businesses will extend adult learning opportunities.

FLC Curriculum and Instruction. While the design team will provide specifics on the Family Learning Centers' curricular approaches and goals, the overall philosophy and direction has been determined by the work of the sub-committee of the Coalition for Excellence in Education. Two governing principles apply: First, FLCs will provide everything necessary for every child to learn to full potential and to leave school well-equipped for adult life as a productive worker and responsible citizen. At the same time, our approach will set high expectations for families and students to understand and assume responsibility for the role they play in their own learning and success in life. This approach of high expectations, high content, and high support for families and children is seen in all aspects of our FOCUS 21 Campaign.

Learners will become active constructors of knowledge rather than passive recipients of information. Eventually, they will help shape the curriculum as they help decide what they need to know for their life and career goals, how best to learn, and what is needed. Learners will increasingly rely on their own internal and external resources as learners, gradually needing less support from the FLCs. As they mature, these students will become the active, involved citizens giving support and direction for the education of the next generation of young learners.

The educational component will begin early, with aggressive outreach for families of infants and toddlers. Parent-child literacy, creative play, and language development programs will be offered along with parent workshops on child development issues. A minimum 1/2 day pre-school program will be provided for all 4-year olds and for at-risk 3-year olds through the coordinated efforts of all care providers. There will be a commonly agreed upon, developmentally appropriate curriculum consistently used for all pre-school through school-age city programs. Class sizes for school-age children (5 years and above) will be reduced from the current average of 26-30 to an average of 18 in Kindergarten and 22 in grades 1-2. All K-2 classes will have a trained teacher assistant.

Classes will feature full integration of all children, including all identified special needs children, in heterogeneous learning groups of one age level. Early labeling of children, long-term remedial placement, and retentions will be avoided. *It will be assumed that all children can learn at high levels* in a range of areas and that cultural disadvantages and even organic disabilities can best be overcome when children are in the mainstream. Individuals will be carefully monitored, through portfolio assessments, and through temporary, flexible (sometimes multi-age) groupings by interest or ability. Short-term, intensive interventions, such as the Reading Recovery program, which focus on returning the child to the mainstream, will be emphasized.

The curriculum for each stage will be designed jointly by staff and parents of the FLC and by the Education Institute. No major undertaking to develop new curriculum for this model is proposed. Rather, we will access and adapt national and international models that have been, or are being developed to produce world class standards of achievement. Certain curricular emphases and delivery methods will be central to the initial curriculum design followed by the FLCs. These are summarized here:

- **Overall, our design will emphasize Student as Learner, Teacher as Facilitator.** Teaching by simply telling is an obsolete practice that must give way to instructional strategies, such as cooperative learning that emphasize higher-order thinking skills and engage students in creative thinking and active problem solving. Students must be viewed as the learners and teachers as facilitators of the educational process. All teacher preparation and development programs must be based on this concept.

- **The Curriculum will be Integrated.** The curriculum must engage students in active, rather than passive learning and provide all students with hands-on experiences in solving real community problems. All aspects of the curriculum must be integrated so that students learn concepts from a variety of perspectives. According to Shoemaker (1989), an integrated curriculum cuts across traditional subject-matter lines; it brings the various aspects of the curriculum into meaningful associations with one another by focusing on broad areas of study; and it facilitates holistic learning experiences which more nearly reflect the real world. To various degrees, the

following elements will be part of the integrated curriculum: • Whole Learning; • Cooperative Learning; • Resource Based Learning; • Hands-on Instruction; • Inquiry Learning; • Critical Thinking; • Problem Solving; • Heterogeneous Grouping; and • Peer Coaching.

• The curriculum will address the **five core areas, of English, math, science, history and geography** through nationally and internationally validated approaches:

- In English, an integrated language arts approach, based upon models developed in New Zealand and refined in numerous research projects will be used. This approach stresses natural language learning in conjunction with a strong emphasis on skill development.
- In mathematics, the standards developed by the National Council of Teachers of Mathematics will be used as a framework, with design and implementation of the curriculum guided by resources of universities and research projects identified by the FOCUS 21 Design Team.
- In science, the curriculum developed by local staff with assistance from the National Science Resource Center will be further developed and extended through involvement, ongoing and anticipated, with projects funded through the Title II/Eisenhower Grant program, including Reach for the Stars, and through the National Science Foundation. Significant local resources, such as the Educational Development Center, the Lloyd Center for Environmental Studies, and the Audubon Society have also been involved.
- In history, geography, and civics, the curriculum will integrate national models such as the frameworks of the National Council for the Social Studies and the Bradley Commission on History in the schools. Relevance to the needs of the local community, the state, and the nation will be emphasized.

• The curriculum will include the **five competencies described in the SCANS report and the sixth competency proposed by the Coalition's Curriculum Committee**. These include:

Resource competency: identifies, organizes, plans, and allocates resources;

Interpersonal competency: works with others;

Information: acquires and uses information;

Systems competency: understands complex interrelationships;

Technology competency: works with a variety of technologies; and

Liberal arts competency: develops an appreciation of those things that have intrinsic value and add richness and meaning to life.

- The curriculum will **focus on student outcomes** to assure that graduates have the necessary thinking, writing, speaking, listening, decision-making, problem-solving, critical thinking, creative thinking, computer, interpersonal, and information gathering skills to function effectively in our society of the future.

The restructured curriculum will be based on **competency levels** rather than traditional grade levels. The proposed curriculum structure is based on the state of Oregon's Educational Act for the 21st Century. The six levels are: early childhood, mastery level 1, mastery level 2, mastery level 3, mastery level 4 (Certificate of Initial Mastery), and mastery level 5 (Certificate of Advanced Mastery). Competencies based on the recommendations from the SCANS Report will be developed for each level. Once a student has mastered all competencies through level 4, he/she will be awarded a Certificate of Initial Mastery. This certificate guarantees the Fall River community and others that the student is ready to select and pursue an appropriate specialization (career or college preparation). Once a student has mastered all the competencies of his/her specialization, he/she will be awarded a Certificate of Advanced Mastery. This certificate guarantees that the student is ready for his/her specialized career or advanced studies.

Students will progress at their own pace, advancing academically only by mastering the required competencies in each level. They will be grouped by age for social reasons and academically based on their progress through the required mastery levels.

The purpose of **Level One (Early Childhood)** is to bring all children to their highest potential for future learning. The social and economic inequalities that put many children at a disadvantage will be eliminated/minimized through a comprehensive and proactive approach that provides each child with all that is needed for success. Of key importance will be two features of

the FLC described elsewhere; *comprehensive family support services*, and *continuity of curriculum* within and between public and private preschool, school-age, and daycare programs.

After the Early Childhood stage, each stage is two years of study. The two-year model is essential to achieving the dual goals of quality and accountability in the educational program. Rigorous benchmarks (outcomes) for each level will be set. A two-year span, with interim checkpoints will ensure that significant growth and knowledge is nurtured, developed, and internalized over time.

Each level will be defined by an encompassing goal that fits both the developmental level of students and the needs of this level of their educational program. This goal will give each stage its special character in the eyes of students, teachers, and parents, will focus the curriculum on all disciplines, and will provide a focus for assessment.

The goal for Stage 3 (grades 5-6), for example, will be to ensure students have needed skills for independent learning as they make the transition from elementary to middle school (to adolescence). The two-year emphasis will solidify students' previously-nurtured, emergent abilities to acquire learning on their own. Content in all disciplines will focus on such areas as study habits; finding, summarizing, and reporting information; working collaboratively to solve problems; and recognizing and pursuing personal interests. Other stages will be defined by similarly focused goals. Stage 6, devoted to preparation for life and career, for example, will provide intensive study in preparation for work, further technical training, or college and will also structure students' community participation and service in preparation for a rich civic, cultural and intellectual life.

Site-Based Management. All Family Learning Centers will be managed on a site-based model. Fall River is currently involved in a grant supported project to develop a site-based model. A working group of the Coalition is involved in the process with Digital Corporation providing the technical expertise. We anticipate exploring the possibility of moving the model beyond the usual issues of decentralization, independence, and teacher and parental involvement to include other possibilities of governance, e.g. that a business carry responsibility of all of the center's

"business" functions.. A prerequisite to serving on the Management Council will be completion of the appropriate program sponsored by the Education Institute. The Institute will offer a strategic planning course and courses in Demming's total quality management for all its participants.

Facilities and Equipment. All Centers will be technologically equipped appropriate to their program. It is anticipated that while some modification of plans will be necessary, the Ganbatte Report, attached as Appendix X, will provide the basis for building rehabilitation and reconfiguration. *All schools are currently being wired for fiber optic communication under a new contract with the local cable television company.* A computerized maintenance program will be developed for each center and some ancillary solutions will be implemented as per the Ganbatte Report, e.g., the capital outlay revolving account. Our plan calls for eight computers per class, one for every three students. Each classroom will be connected to the Education Institute via modem.

Phased-in implementation. Implementation of the Family Learning Center concept in the first year will be limited to the Pre-K through grade 2 levels, with extension into grades 3-5 following in subsequent years. During this time, these "pilot" FLCs will also serve as resource centers to support the adoption of the FLC model in all other schools in their zone, including the middle school. To make cost-effective use of resources, the original FLCs will eventually coordinate the delivery of family support and other services to all schools within their zone. The goal is full implementation of the FLC model in all elementary schools in ten years with implementation at the four middle schools and high school to begin with the assistance of the Education Institute, at the end of this five year period.

Networking and collaboration between the Centers and the business community will be comprehensive including mentor/advocacy programs, consultations regarding site-based management and other programs. Higher education institutions will be linked both by providing an opportunity for interning and also for teacher development. Parental involvement will include adult literacy, parenting training, homework centers and hotlines, and involvement and training in site-based management.

THE EDUCATION INSTITUTE: A *Revolutionary Concept*

An Education Institute will provide support for the Family Learning Centers. *The Education Institute will, in effect, replace the central administrative structure of the present School Department.* The intent of the Institute is to adapt the same philosophy of the class room, i.e., that the process should be one of *facilitation and support* rather than enforcement. The Institute will be responsible for several different but inter-related programs -- professional development, curriculum, community involvement, institutional integration, research and development, technological advancement, dissemination, and administration. *The Superintendent of Schools, through the Office of Instruction, will oversee the Education Institute and work collaboratively with the Coalition, in developing programs of the Institute.*

The concept of the Education Institute is a revolutionary one for restructuring the traditional functions of central school administration. One of the exceptional qualities of our campaign will be this model for achieving total community involvement through capacity building and coordination of essential central activities. We will work through territorial issues, regulations and waivers, training needs, and other matters that arise. What distinguishes our proposal is not the separate elements of curriculum, family support, etc., but the way they are newly integrated, mutually supportive, inclusive of the whole community, and forward thinking. Our program is based on solid, proven approaches, and our educational plan will incorporate elements found in current research and in other model programs. But, with the Coalition's broad base of support and our substantial progress to date, our unique design involving the FLCs and Education Institute will provide a unique opportunity to become a "break-the-mold" community, showing others the way.

COMPONENTS OF THE EDUCATION INSTITUTE

Professional Development, will be a major responsibility of the Institute. Coordinated by the present Director of Instruction, this section using internal resources and outside "experts" as needed will train teachers, administrators and other personnel (custodians, cafeteria workers, etc.). School Committee members will also receive training, modeled on the Congressional Orientation conducted by the JFK School at Harvard University. The curriculum will bring personnel up to

speed in terms of the early childhood curriculum and other needs dictated by the configuration and program of the Family Learning Center.

Curriculum Role and Pedagogy. In the curriculum design, the Education Institute will ensure that the system identifies and adopts curricula able to bring students to a world class level of achievement. In its research and development function, it will prepare all parts of the community for full participation in establishing curriculum for the city. Through such means as public seminars and discussion groups, teleconferences, sponsorship of speakers and consultants of national importance, and on-line information services, its research facility will provide the schools and the broader community with access to comprehensive information about curriculum projects and promising practices on the local, state and national level. It will nurture creation of an informed community of public and private educators, parents, students, business people and civic leaders. Working through these knowledgeable stakeholders, the Institute will coordinate development of city-wide goals, objectives, and outcomes for education. The process will not be static, but will involve on-going information dissemination, evaluation, and revision.

The curriculum and pedagogical plan designed by the Institute will be a framework establishing outcomes to be achieved and assessed in all FLC's. Within this framework, however, staff and parents of individual schools will have latitude to design site-specific curriculum defined in relationship to the city-wide plan. The Institute will be a resource for these efforts.

Parent Involvement. The Parents Program will be responsible for upgrading parents' skills for involvement both with their children and the site-based management plan. The Institute will offer training in: parenting, homework assistance skills, adult literacy, small group decision making, strategic planning, governance and other issues as needed to facilitate their full involvement in the reform effort. *Individual family contracts between the Family Learning Centers will be required.* The Education Institute helps families fulfill these responsibilities. For example, if an Individualized Family Plan requires two hours per month of reading to pre-schoolers, the Education Institute will train the adults to read to children. Parents will continue to staff the Parent centers which will provide locus for institutional integration (see section below).

Business Involvement. The Institute will help business prepare for participation in site-based governance and in school programs, like reading and life skills programs. It will provide training and orientation for business volunteers who serve as mentors and advocates for the children and provide opportunities for alternative preparation for teacher certification as a prelude to the Professional Development Program. As they recognize the value of a world-class learning community, our businesses will be active partners and advocates for our learning centers and learners; they will also provide opportunities for apprenticeship and community service. In our community, every child will have a mentor.

Institutional Integration. The Institute will help facilitate the integration of social services in the broadest sense, including family service organizations, and other resources with the Family Learning Centers curriculum. All youth serving organizations in the community will be coordinated through the learning centers, and the types of youth services that will be available will include, but not be limited to:

- Sexuality, substance abuse, child abuse and neglect, court intervention/custody issues, psychiatric issues;
- Community service programs like food stamps and welfare;
- Youth and family services like Scouts, Little League, YMCA, AlAnon, GED classes, etc.

Research and Development. The Research and Development Section will assist Centers with curriculum reform and development, conduct research to discern and distill good ideas, manage the institutional data base, monitor progress on the Community Report Card, and measure changing community attitudes. This section will also assist with individual and family assessment procedures like portfolio evaluations, and monitor progress toward the national tests and world class standards set by the U.S. Department of Education and other standards evolving from the current reform package before the Commonwealth's legislature.

Dissemination. The Institute will play a major role in the nation-wide dissemination of information about the Fall River design and in supporting communities who wish to adapt it to their school system. This is described in greater detail in the last part of this proposal.

Administration. The Superintendent of Schools will manage personnel involved with the following: building maintenance, fiscal monitoring, redistribution of private/public resources, and personnel administration. Specific responsibilities not covered by the site-based model and matters which require centralization will be determined during the design phase.

The School Committee. The role of the elected School Committee would remain intact and conform to the laws and regulations of the Commonwealth. It will also play a major role in the adoption of system-wide goals and standards for student achievement and the assessment of system-wide and site-specific performance. Various members of the School Committee are active in the Coalition's work to date.

Waivers Needed and Anticipated. No change of this magnitude can be contemplated without considering the obstacles of rules, regulations, contracts, and law. If we are to truly break-the-mold, many waivers must be sought and granted. This includes exceptions to the teachers' contract which would involve the Fall River Educators' Association, the Fall River Administrators Association, and the custodial and teacher assistants' contract. In addition, certain waivers from the State Department of Education must be sought for extended school day and school year. The School Committee will need to change certain policies, at least as they pertain to the Centers' governance. We acknowledge that during the interim, parts of the system may operate under different policies than the Centers, thus creating a difficult but not insurmountable situation for the central administration and the School Committee. We know that special legislation may have to be enacted and are pleased that State Representative, Edward Lambert, a member of the House Education Committee, is also an active member of the Coalition and a leader on Massachusetts School Reform. State Senator Norton has also participated in Coalition activities.

Our vision will necessitate negotiations with various community organizations, such as hospitals, clinics and social service agencies, to coordinate their activities with the Family Learning Centers. Many innovative programs already in place in the Fall River School System have required waivers from traditional policy.

On-Going Community Involvement. The current reform effort underway in Fall River and the development of this proposal is the result of broad community involvement through the Coalition for Excellence in Education: Fall River 2000. In addition to providing for broad involvement at the school site through the site-based management system, this proposal will institutionalize system-wide involvement in the workings of the Education Institute. The intent is to establish mechanisms through which our community takes control of all aspects of our school system, not just to hold it accountable, but to provide on-going direction and support.

MILESTONES FOR DESIGN TEAM

Aug 1 Organizational Development

- Renovate business offices and Education Institute; • Hire staff; • Plan agenda for staff and Institute; • Establish process goals and objectives; • Revise business plan; • Establish Design Team and Agenda.

Aug 15 Design Team established the Family Learning Centers

- Curriculum Development - Early Childhood; • Integration of Social/Supportive Services; • Building Needs Process; • Site-Based Mgmt Systems Devel.; • Adult Literacy Devel.; • Community Involv Devel.; • Assessment/Evaluation Design -
- Hire architect

Sep 1 Establish Education Institute

- Develop agendas for teacher training, parent training, administrators' training, mentor training, EduCorps

Staff/Innovative Schools (Peter Senge) Assesses all work-in progress monthly

Sep 15 Sign Contracts

- Negotiate waivers on regulation and union contracts; • Teachers sign new contracts with FLC; • Negotiate individual contracts with parents; • Negotiate new contract with Superintendent; • Design and Implement Marketing Plan

Nov 1 Construction RFP's processed

Jan 1 All training programs implemented

- Feb 1 Construction begins
- Sep. '93 Phase II Implementation of all programs
- Sep. '94 Implementation continues, inclusion of 9 year olds
 - Design of 10-14 year old FLC;
 - Production of national plan
- Sep. '95 Implementation continues
 - Design of replication/dissemination model; • Implementation of national plan
 - Implementation of 10 year olds; • Implementation of all continues

THE FALL RIVER DESIGN TEAM

FOCUS 21 Design Team Principals

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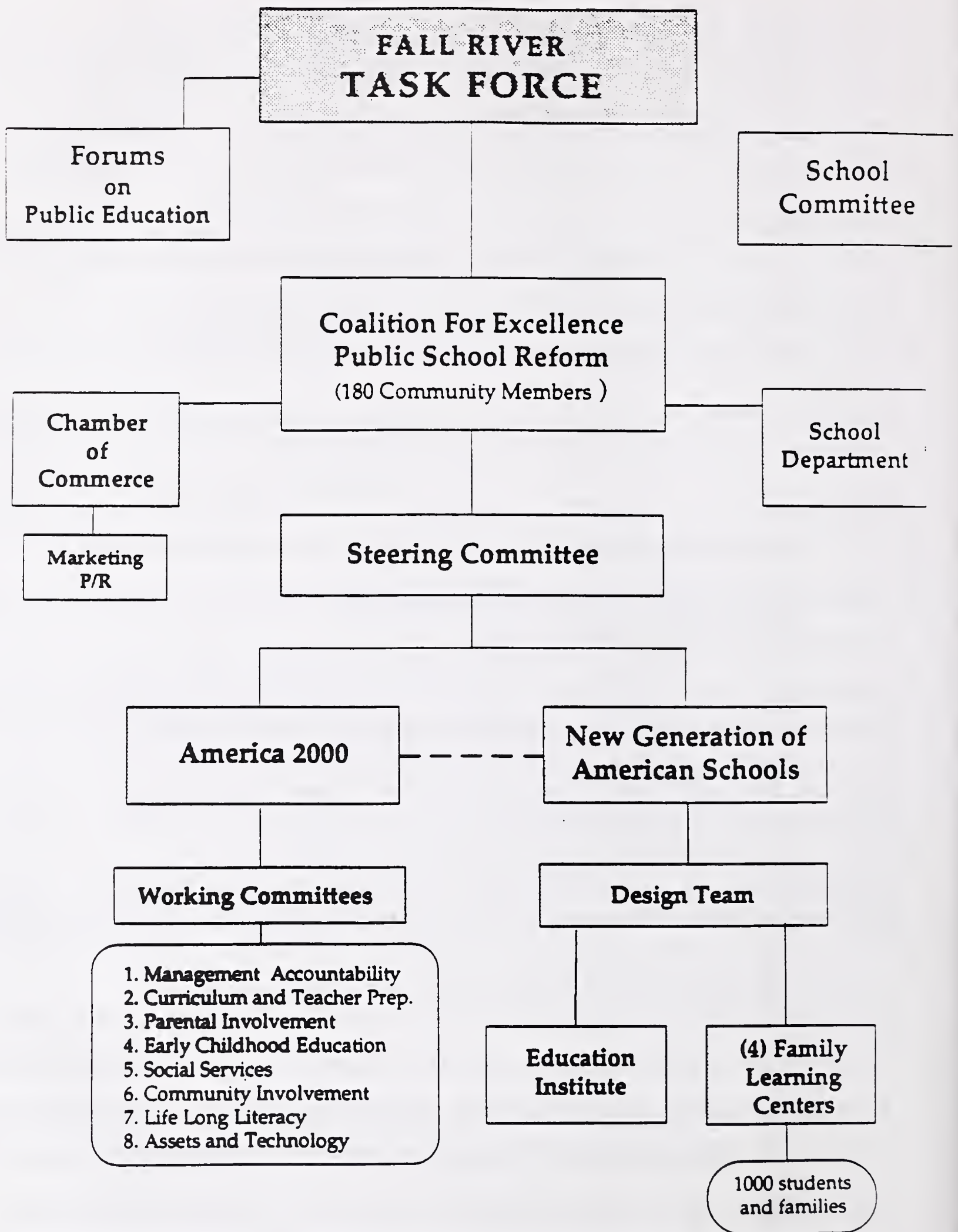
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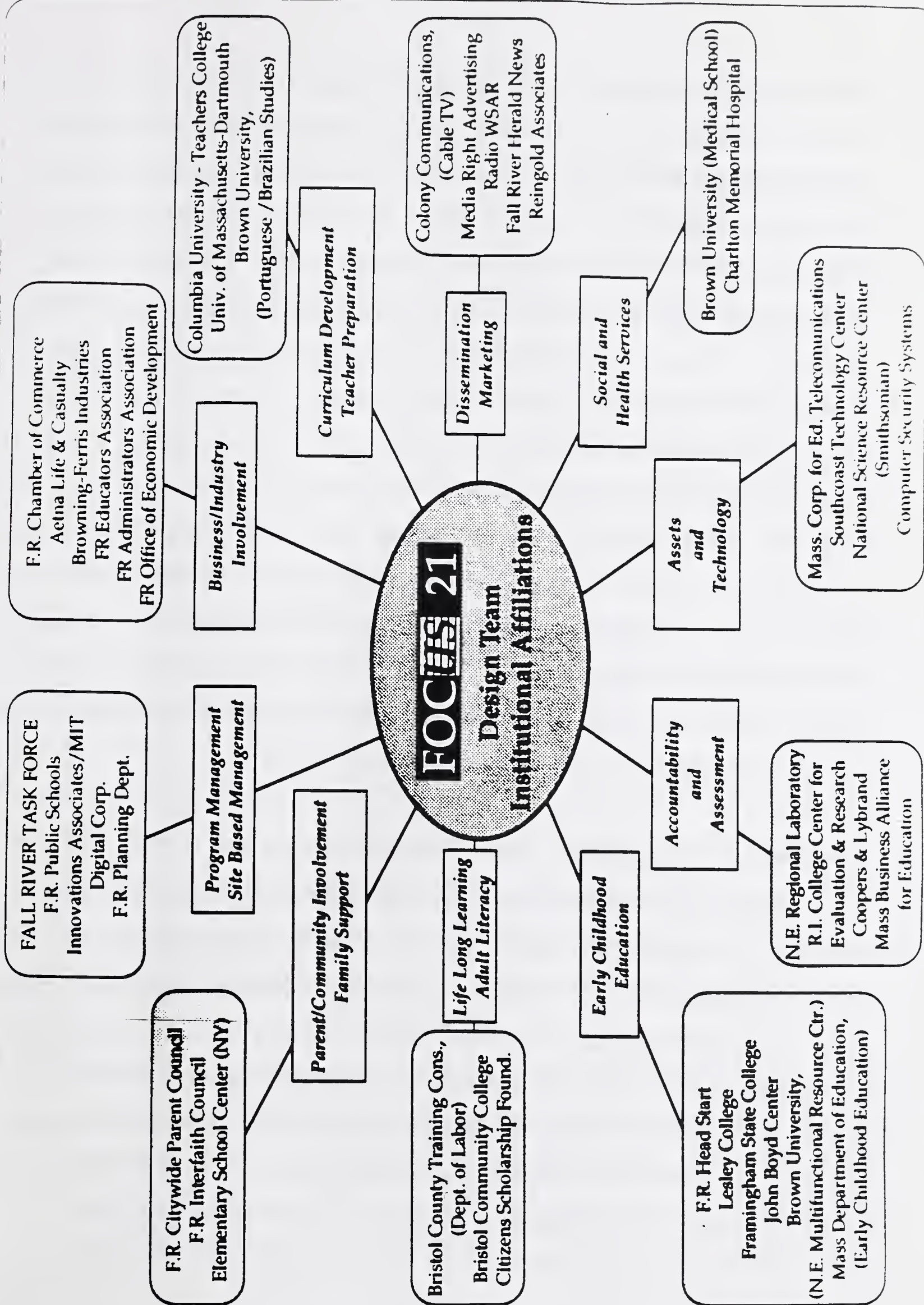
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Planning Dept. Dan DeCarlo; Colony Communications, Thomas. O'Grady; Columbia U. Teachers College, Josué González; Computer Security Systems, CEO Julien Paul. Coopers & Lybrand; Digital Corporation, Joseph Carreiro; Elementary School Ctr. Allan Shedlin; FR Chamber of Commerce, Thomas Murray; FR City-Wide Parents Council. Robert Edward Pearson; FR Interfaith Council, Rev. Don Meir; FR Off. Economic Development, Loretta George; FR Public Sch., Fernando Goulart; FR School Committee, Patrick J. Foley; Feitelberg Co., Joseph H. Feitelberg; Framingham State College, Joseph Caruso; Innovation Associates, Sherry Immediato; Lesley College, Pres. Mgt McKenna; Mass Business Alliance for Education, Paul Reville; Mass Corporation for Ed. Telecommunications, Inabeth Miller; Mass Dept of Education, Early Childhood Division, David S. Thomas; Media Right Advertising, Nancy Simeone. National Science Resource Center/Smithsonian; Quaker Fabrics, Cynthia Gordan; Reingold & Associates, Janet Reingold; Rhode Island College for Evaluation & Research, Robert Carey; Somerset Schools, Betty Calise; Southcoast Technology Center, Martin Huntley; UMA-Dart, Pres. Joseph Deck; WSAR, Mgr. Paul Gelzinas; Kenneth S. Duarte, Broadcasting Consultant; Arthur DeAscentis, Esq.

SUPPORTING RESEARCH, EVIDENCE AND THINKING

The development of this proposal has occurred within the context of the current nation-wide discussion regarding the transformation of our nation's schools. Our vision encompasses much of the thinking, many of the reports, and the views and ideas of various experts regarding how our communities can meet the challenge before us. We have not chosen to focus on any one of these exclusively, but have drawn on many to develop our own vision and ideas for providing the best possible educational opportunity for our children as well as the adults of our community, for learning must truly be a life-long activity. Ours is an eclectic model which packages potential positive outcomes in a new configuration.

Reform Initiatives and Organizational Reports. We have adopted and endorsed AMERICA 2000, the strategy outlined in the President's program. Our purpose is to achieve the six National Education Goals and to use the four-part process set forth in the national strategy: We consider the elements of education reform identified by The Business Roundtable as the components necessary to provoke the systemic change that will achieve the national goals. Simple school improvement is not enough. We have in our proposal challenged the school structure with which we are so familiar according to the following concepts.

The new system will be committed to four operating assumptions: that all students can learn at significantly higher levels, we know how to teach all students successfully, curriculum content must reflect high expectations for all students, but instructional time and strategies must vary to assure success, and every child must have an advocate.

The new system is performance or outcome based.

Assessment strategies must be as strong and rich as the outcomes.

Schools should receive rewards for success, assistance to improve and penalties for failure.

School-based staff have a major role in making instructional decisions.

Major emphasis is placed on staff development.

A high-quality pre-kindergarten program is established, at least for all disadvantaged students.

Health and other social services are sufficient to reduce significant barriers to learning.

Technology is used to raise student and teacher productivity and to expand access to learning.

In its publication, "A Blueprint for Business on Restructuring Education," the National Alliance of Business identifies five components of school restructuring that we consider vital to our project.

- School-based Management: operating based on the principles of shared decision-making and participatory leadership at each school among its professionals--teachers, school staff, and administrators--and the community, parents, business and others.
- New Professionalism: providing additional support and incentives to increase professionalism among those who teach and administer. This includes new career

opportunities, recognition, better training, and participating in institutional decision-making.

- Curriculum and Instruction: revising and rethinking what is taught and how it is taught. We have embraced this component with an outcome-based learner-centered approach.
- Accountability: developing methods for measuring attainment of goals and objectives, both for student achievement, and management performance. It is important that the measures and standards are performance-based and useful in guiding decision-making, i.e., result in changes in organization, curriculum, instruction, roles and responsibilities, or services.
- Linking Education and Social Services: integrating education and social services, recognizing the fact that schools have become more than just a place for education. Children and their families must be aware of and have access to a broad array of social services.

We also recognize the importance of advocacy as an essential element in any education transformation. Through the Coalition, we have engaged leaders of the Fall River community in developing a common agenda and shared vision that will translate into the support necessary to change policies and structures of our institutions, schools, social service agencies and others. Our design will document this process to facilitate its replication in other communities.

The Massachusetts Business Alliance for Education (MBAE) has developed a legislative reform package entitled "Every Child A Winner" (see appendix XI) to guide the development of public policy within the Commonwealth to facilitate the restructuring of education. The title, of course, states a goal we all endorse, but the program offers real support necessary for the successful implementation of our vision. Among the MBAE's recommendations are to:

- focus, update, and more broadly communicate "Goals of Education in Massachusetts;
- set specific local system and individual school goals;
- develop sets of performance indicators at both state and local levels;
- set up a system of incentives to promote the achievement of the goals and standards;

- incorporate pre-school and early education, extended school time; and special programs for at-risk youth;
- incorporate school-based management, redefine tenure law, eliminating nepotism;
- increase professional enhancement activities for the teacher work force;
- establish a commission on regulatory relief in education to reduce, simplify and ease administration of educational regulations; and
- restructure the state department of education to create two major divisions, one responsible for assessment and compliance, the other for technical support and assistance (this includes the creation of an Educational Innovation Center).

Use of Time. We are aware that schools have had a limited degree of direct influence over their students' lives. Reports abound with statistics regarding the number of hours American youngsters spend watching television compared with their counterparts in other (and not just disadvantaged) countries, the numbers of adolescents who hold part-time jobs, and the length of the school day and school year in other industrialized countries. Chester Finn, former under-secretary of education and professor at Vanderbilt University, estimates that children spend only about 9% of their time in school and 91% elsewhere. If the ambitious goals we have outlined here are to be achieved, a restructuring strategy must integrate school experiences and outside activities so that they reinforce rather than conflict with one another. The communication and interaction among community institutions we envision is intended to provide children a more holistic growth experience by focusing everyone's (not just the school's) attention on the goals for our young people and challenging them to contribute to their achievement.

Site-based Management. Much has been written and said about the need to place responsibility, authority and accountability at the school site and to share them among the various stakeholders in the education enterprise (administrators, teachers, school staff, students, parents, community members, etc.). The above-cited recommendations of business organizations and reform initiatives across the country have included site-based management and shared decision-making as a necessary for both planning and accountability. We endorse that thinking, have built it

in as a key component of our design, and have already begun that process with Digital Corporation.

RESEARCH. The concepts behind our design reflect a composite and synthesis of some of the best thinking in education research in recent years related to early childhood education, learning theory, standards and assessment, the school-to-work and adolescence to adulthood transition, and other related issues. But more important than just knowing the literature, we are applying the theories and the knowledge about what works best in new and innovative ways. Here are some learnings that have influenced our thinking: (See Bibliography in Appendix XV)

Early Childhood Development. T. Berry Brazelton, Lisbeth Schorr, and other experts in early childhood development have taught us that very young children have great capacity for learning, and for communicating to us, if we know how to read and interpret their language. Thus, we have emphasized quality early childhood care, from six weeks old, and proper prenatal care and training of parents. The Committee for Economic Development advocates for greater resources for early childhood education, citing Ypsilanti and other studies in which the returns on every dollar spent on early childhood care far exceed the costs -- thus, causing us to view this early investment as one which prevents later social problems and the related societal costs. Similarly, an article, "Early Care and Education: Tackling the Tough Issues," by Sharon L. Kagan in the February, 1989 Phi Delta Kappan suggests that through community-based planning councils, early childhood needs can be identified and institutional relationships developed to prevent the fragmentation of educational and other needed social services to young children. And, of course, James Comer's multidisciplinary team approach to child development has contributed to our "whole community" approach to learning.

Developing Competent Learners. We have drawn on the ANISA model which stresses developing five types of learning competencies: (1) learning how to move and gain maximum control over voluntary muscles, (2) learning how to perceive, (3) learning how to think clearly, (4) learning how to exercise the will, and (5) learning how to feel and respond emotionally in a way appropriate to any situation.

Integrated Curriculum Design. We believe that learning is best when it is relevant to our lives, when real basic skills can be learned in fun and interesting ways, and applied in context, and when one can learn more than one subject at a time. This does not mean that we give short shrift to the basic skills -- essential skills, as TheodoreSizer calls them. Our thinking reflects the influence of several noted authorities: "A Nation Prepared: Teachers for the 21st Century," by the Carnegie Forum on Education and the Economy; The Copernican Plan: Restructuring The American High School by Joseph M. Carroll; "Integrating the Curriculum" by the Association for Supervision and Curriculum Development; Interdisciplinary Curriculum: Design and Implementation by Heidi Hayes Jacobs for ASCD; the Oregon Educational Act for the 21st Century adopted in 1991; and "Integrative Education: A Curriculum for the Twenty-First Century" by Betty Jean Eklund Shoemaker for the Oregon School Study Council. Further, research not just from the education field, but from the job training and employment field reinforces the importance not just of basic skills and knowledge, but abilities, behaviors, and values that translate to the workplace, and to life in general. For grounding in developing workforce readiness and "employability competencies," we incorporated the Hudson Institute's "Workforce 2000," the National Alliance of Business' "The Fourth R: Workforce Readiness;" "Building A Quality Workforce," jointly published by the U.S. Departments of Labor, Education and Commerce; the American Society for Training and Development's "Workplace Basics" book and manual; (three of these written by a member of our design team, Janet Reingold); "What Work Requires of American Schools," the SCANS Commission report for AMERICA 2000, and "America's Choice: High Skills or Low Wages," by the National Center on Education and the Economy.

Special Attention to Adolescents. The Carnegie Council on Adolescent Development ("Turning Points") has raised our awareness of the changed conditions for adolescents and the special vulnerability of young people aged 10-15. Thus, we are building our approach around the Carnegie recommendations, as well as the Charles Stewart Mott Foundation's emphasis on high expectations, high content, and high support, with stepped up business and parental involvement, as advocates, advisors, and mentors.

Choice. We have had "Schools of Choice" in place in Fall River for more than five years. (Appendix XII). We strongly believe in and support the basic concepts of creating new and effective schools, providing for informed and fair parent choice to create competition between schools, and have established Parent Information Centers to assist parents in investigating options and making decisions. "Massachusetts Urban School Reform", a position paper prepared by the Massachusetts Urban Superintendent's Consortium Chapter 636 Steering Committee, and our own experience supports these concepts (Appendix XIII).

Year-Round Learning. Learning does not occur solely in a classroom, or solely through teacher-student interaction. We believe that all of life is education, and education continues throughout life; thus, we must ensure that education -- both in and out of school -- is an enriched and enriching experience. In the Ford Foundation's book, "Toward A More Perfect Union," Gordon Berlin and Andrew Sum illustrate that inadequate basic academic skills are intertwined with problems of youth employment, dropping out, out-of-wedlock parenting, welfare dependency and the decline in workforce productivity. Further, and importantly, they illustrate that disadvantaged youth suffer greater learning losses over the summer, when home and peer influences reassert themselves. Thus, our Family Learning Centers are open virtually year round.

Use of Technology in the Classroom. We have developed various scenarios for the effective use of technology in the classroom, with the assistance of John McGuffog, Bergen County (NJ) Technical School; James G. Lengel, Apple Eastern Operations; Martin Huntley, Director of the Computer Technology Center in Somerset, MA, the New England Regional Laboratory, National Science Resource Center, and Mass. Learnpike.

Developing the Instructional Program. Many ideas and programs are being promoted in various places for restructuring our schools. It is notable that "Change Agents in Education," by The Business Roundtable and The National Alliance of Business reported (Winter, 1992) that "three of the best-known "gurus" of school reform: James P. Comer of Yale, Howard Gardner of Harvard and Theodore R.Sizer of Brown have begun holding conversations based on the realization that, powerful though their own ideas may be, they still need help." Sizer explained

that. We are all aware of gaps in our own approach that others can fill." In developing this proposal and our plans for reform, we have considered many of these ideas: 4Mat, outcome based education, learning styles, TESA. We have concluded that no one, two or even three of these answers the need for designing a curriculum and instructional program to meet the National Goals. We do know that we must develop a plan that deals effectively with each of the following elements of what actually goes on in the classroom:

- Learning Objectives -- what should the students learn, both content and standards
- Instruction -- what instructional techniques and learning experiences will be used
- Formative Assessment -- how will we determine what the students have learned
- Feedback, Correctives, and Enrichment -- how will we adjust and modify each student's learning experiences as appropriate to the formative assessment
- Summative Evaluation -- how will we evaluate final student outcomes

Successful Educational Change. In his book, The Meaning of Educational Change, Michael Fullon states that what really matters is not the quality of the change ideas, but what is finally implemented in the classroom where the teachers teach and the students learn. We have taken great care to involve the people who must implement change in the planning process. Fullon identified fifteen factors that must be dealt with for change to be successful; we intend to deal with each of them as we develop our design. The Rand Change Agent study, undertaken from 1973-1978, researched planned change in education in an effort to understand what factors most influenced successful change projects. Last year Milbrey W. McLaughlin, one of the authors of the original study, reviewed its findings in light of recent reform experience. We have considered many of these in developing our plan, including:

- Change is a problem of the smallest unit (the individual school) because it is there it must be implemented;
- Outside consultants can help, but they must adjust effectively to the local setting not the other way around;

- Projects narrowly aimed at discrete aspects of the system (problem-solving approaches) are likely to fail--bold, comprehensive projects are more likely to produce greater change:
- The content and process of change both matter, and
- The degree of implementation finally determines outcomes.

Our Own Best Thinking. Although the design team will draw on the findings of expert research, our own experience and that of others, in the final analysis the design will reflect the best thinking of those involved in our own design effort. *We do not intend to turn our schools over to any outside guru, no matter how well informed, expert and well-intentioned he or she might be.* Our design will provide that the citizens of Fall River and other communities which should choose to use our design, a model to take control of their own school systems. Through the committees established within the Coalition for Educational Excellence which guide the development and implementation of the FOCUS 21 project, we will thoroughly explore the possibilities and make choices that are best for our children and our community. In doing so, we are confident the broader interests of the Commonwealth, the Nation and the world will also be served.

BUDGET NARRATIVE

Currently the state average per student expenditure is \$6170. The MBAE proposal recommends Fall River's expenditures at \$5700. Our proposal contains a per pupil expenditure of approximately \$5600.

The budget clearly reflects what monies are needed to complete our task. The expenses are reasonable. The budget indicates a model which serves the replication requirement. Other communities can adopt and replicate the model without accruing additional operating costs. A significant portion of the budget is applied to training teachers, parents, and other adults who will serve the FLC needs. While our goal is to increase services to children and their families, we accomplish much of this by integration, not by duplication, thereby not increasing community costs. The FLC will contain one computer per three students and state-of-the-art computer instructional software for curriculum. Four master teachers (one per FLC) are assigned as

NEW GENERATION OF AMERICAN SCHOOLS PROJECTED BUDGET

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Total Costs	Donated Costs	Total Costs	Donated Costs	Total Costs	Donated Costs	Total Costs	Donated Costs	Total Costs	Donated Costs
Staff:										
Director	\$40,000	\$20,000	\$40,000	\$20,000	\$42,400	\$21,200	\$42,400	\$21,200	\$44,520	\$22,472
Coordinator	41,600	0	41,600	0	44,096	0	44,096	0	46,740	0
Key School Personnel	12,500	12,500	12,500	12,500	13,260	13,260	13,260	13,260	14,060	14,060
Evaluator	46,800	0	46,800	0	49,600	0	49,600	0	52,576	0
Finance/Administration	31,200	0	31,200	0	33,072	0	33,072	0	35,060	0
Technical Support	18,700	0	18,700	0	19,800	0	19,800	0	20,988	0
Secretary	20,800	0	20,800	0	22,048	0	22,048	0	23,380	0
Assistant to Evaluator	15,600	0	31,200	0	33,072	0	33,072	0	35,060	0
Facilitators (4)	83,200	0	166,400	0	176,384	0	176,384	0	186,980	0
Total Salaries	310,400	32,500	409,200	32,500	433,732	34,460	433,732	34,460	459,364	36,532
Payroll Service Costs	48,400	1,875	55,200	1,875	65,060	2,000	65,060	2,000	68,900	2,100
Health Insurance:	1,700		2,400		2,640		2,640		2,900	
Total Wages & Benefits	352,500	34,375	466,800	34,375	501,432	36,460	501,432	36,460	531,164	38,632
General & Administrative:										
Telephone	2,400	0	3,200	0	3,200	0	3,200	0	3,200	0
Utilities	4,200	0	4,200	0	4,200	0	4,200	0	4,200	0
Office Supplies	3,000	0	6,000	0	8,000	0	8,000	0	8,000	0
Business Meals	2,000	0	2,000	0	2,000	0	2,000	0	2,000	0
Travel	2,000	0	2,000	0	2,000	0	2,000	0	2,000	0
Postage	1,200	0	2,000	0	3,000	0	3,000	0	3,000	0
Annual Audit	5,000	0	10,000	0	10,000	0	10,000	0	10,000	0
Rent	0	18,000	0	18,000	0	18,000	0	18,000	0	18,000
FAX/Copy Machines	0	12,000	12,000	6,000	16,000	6,000	16,000	6,000	16,000	6,000
Maintenance/Security	0	5,200	0	5,200	0	5,200	0	5,200	0	5,200
Total General & Administrative	19,800	35,200	41,400	29,200	48,400	29,200	48,400	29,200	48,400	29,200
Marketing/Public Relations:										
Billboards	3,400	0	2,400	1,200	2,400	1,200	2,400	1,200	2,400	1,200
Radio/Television	0	23,600	2,500	35,600	2,500	35,600	2,500	35,600	2,500	35,600
News Letters	12,000	0	12,000	0	12,000	0	12,000	0	12,000	0
Brochures	9,000	0	12,000	0	12,000	0	12,000	0	12,000	0
Print	1,000	7,800	1,000	7,800	1,000	7,800	1,000	7,800	1,000	7,800
National Promotion	0	0	0	0	0	0	80,000	0	80,000	0
Total Marketing/Public Relations	25,400	31,400	29,900	44,600	29,900	44,600	109,900	44,600	109,900	44,600
Travel Expenses:	4,000	0	6,400	0	8,500	0	8,500	0	8,500	0
Consulting Services:	23,600	16,000	76,000	32,000	76,000	32,000	76,000	32,000	76,000	32,000
Other Direct Costs										
Equipment	113,000	0	221,000	15,000	72,000	0	0	0	0	0
Software	40,000	0	92,800	0	77,000	0	8,000	0	8,000	0
Computer Services	5,000	0	8,000	0	8,000	0	8,000	0	8,000	0
Instructional Material	50,000	60,000	50,000	60,000	75,000	50,000	75,000	50,000	75,000	50,000
Materials & Supplies	25,000	10,000	25,000	10,000	40,000	20,000	40,000	20,000	40,000	20,000
Total Direct Costs	260,600	86,000	479,200	117,000	356,500	107,000	215,500	102,000	215,500	102,000
Payments to Schools	120,000	0	608,000	0	644,480	0	683,160	0	724,160	0
Release Time:	12,000	0	0	0	0	0	0	0	0	0
Staff Development	0	0	192,000	0	253,120	0	268,300	0	284,400	0
Construction/Renovation:	30,000	0	2,000,000	0	3,000,000	0	3,000,000	0	3,000,000	0
Architect Design Fees:	500,000	0	0	0	0	0	0	0	0	0

curriculum facilitators and on-site trainers. Our EduCorps of interns are the "substitutes" when regular teachers attend the Education Institute. Teachers' salaries are increased 30% for extended day and extended year, including monthly Fri-Sat training and the two-week July Institute. 60 days are added to teacher/principal contracts).

Project Staff includes Leader, \$60,000 (\$20,000 donated) [70% time]; Coordinator (Non-School), \$41,000 [100% time]; 2 Coordinators (School), \$250/day (one day per week donated [30%-20% time]; Evaluator, \$46,800 [100% time]; Financial Administrator, \$31,200 [100% time]; Technical Support, \$18,700 [40% time]; Secretary/Clerical, \$20,800 [100% time]; Assistant Evaluator, \$31,200 [100% time].

The sum of donated costs to the FOCUS 21 campaign is \$1,181,102, including costs to date since June 1991.

Detailed line item budgets and *Coopers & Lybrand* letter are contained in Appendix I.

HOW WE (AND NASDC) WILL KNOW IT IS WORKING

History has shown that educational change is difficult. Many good ideas have had little or no impact on the American school system. In fact, education is presently organized much the same as it was one hundred years ago. We are determined that our project will succeed and are developing ideas and mechanisms for assessing whether or not and the extent to which we are achieving what we have set out to do. The Research and Development/Assessment section of the Education Institute will have a significant part of this responsibility initially, and continuing thereafter on an institutionalized basis. Following is a brief recitation of our thinking which will guide our assessment efforts.

Outcome-Oriented Design. Our entire initiative is outcome-oriented in several different ways. We are, of course, clear about the student learning expected, and that is the primary and ultimate focus. However, we are also clear about several other outcomes -- what will happen to the stakeholders involved, such as more effective staff development programs for teachers and school staff; literacy and parenting for adults; and changes in institutions, organizational structures, and relationships, such as the Family Learning Center Concept, the Education Institute, and the

integration of social services. Some are short-term outcomes which we can assess rather quickly; others will take longer to evaluate (See Michael Fulton's Outcome Typology in Bibliography Appendix XV).

Self-Assessment Mechanisms. Although continuous monitoring will help determine necessary mid-course corrections, we will assess outcomes, beginning in year one (June 1992), to determine the efficiency and effectiveness of our effort. We will use informal methods, such as anecdotal success stories, process assessments, impact assessments (both immediate and long range), and cost/benefit analyses. Education transformation is a continuous and cyclical process.

Anecdotal Accounts/Success Stories. Individual outcome stories are usually helpful to turn otherwise meaningless numbers or sterile statistics into real, human-scale stories about results accomplished and impacts on learners' lives. And, these help sustain the public will over the longer term.

Management (Process) Assessment on the Design Process. We intend to assess progress in the development of the design. This proposal includes a time schedule which will form the basis of this assessment (Milestones). Using project management techniques, and business assessment criteria, we will monitor our own progress against the milestones and benchmarks we have established for ourselves. We also intend to involve "outside evaluators" particularly Peter Senge, who will give an objective assessment of the quality of work. Our Design Team expects to develop a working relationship with NASDC which will include sharing work plans, regular reports of progress and review of actual materials produced.

An examination and analysis of the implementation process will reveal the management efficiency and effectiveness of the effort, and will identify areas that require attention. Questions to consider include: Was it an effective, efficient process? How could it be improved in the future, with regard to leadership, management, resources, plans and timetables, execution, and staffing. What was the reception by local/state education officials? Did the effort improve business/education and community/education relationships? Did we make effective use of the media?

Impact Assessment. Impact assessment examines the outcome or impact of all of the efforts. Our impact assessments will focus on immediate and longer range outcomes, such as: Did students benefit from the effort, both short term, and upon graduation? What were their learning gains? Are they prepared for the workplace? What were the impacts of the restructuring efforts on the local community? What were the impacts on local business' abilities to work with education? What were the impacts on the corporation's public image? Did FOCUS 21 bring about greater interest and involvement from the community in education transformation?

Long Range Impact Studies. Long range impact studies will yield information about the long-term effects of our transformation efforts on the participants. Longitudinal studies require a long-term follow-up effort to track students over several years, and to compare their accomplishments and careers with a control group of like students who did not receive services or participate in the program. The critical questions asked are: Did the intervention measurably affect students' long term learning gains, long term employment prospects, earnings, and ability to remain economically self-sufficient and independent from welfare and other social programs?

Did the reform efforts systemically change the way education and community programs and services are delivered? For example, did efforts measurably improve: education policy and legislation, education financing, management, administration and organization, professionalism of teachers, curriculum and instruction, accountability and academic standards, community and social service linkages?

Cost/Benefit Analysis. A cost benefit analysis reveals whether the costs of the efforts are outweighed by their benefits, and where greater efficiencies might be achieved. In analyzing costs versus benefits, both financial and non-financial benefits should be considered. Costs might include personnel, facilities, equipment, etc. Benefits might include positive outcomes for learners (for example, going on to higher education, getting a job, getting a job with higher wages and higher career potential, or joining the military); dollars saved on other interventions (for example, savings in welfare, criminal justice, unemployment insurance, health care, etc.); removal of service gaps and economies of scale; value of work or services performed by learners that would have

been needed and purchased if they had not done it; improvements in our community's well-being and quality of life; and ultimately, our economic vitality.

Accountability to the Community. A primary means of accountability to the community will be our Community Report Card. This will give the community around each Family Learning Center specific information about the performance of the students attending that Center and also data regarding the social and other services provided through the center. To maintain focus on individual students, this information will not be presented as averages as in traditional reports of test results, but rather the numbers of students who have demonstrated performance against a fixed standard. We are committed to better dissemination of and better use of traditional data to guide individual and institutional decision making. Since parents have the freedom to choose in which FLC they want to enroll their children, there is a built-in competitive element in terms of each Center's ability to attract enough students to make it a viable enterprise.

Fall River has already implemented a form of **portfolio assessment** which more clearly demonstrates the actual performance of each student. We will expand it to include an assessment of the parents as well. It is intended that the curriculum will also focus on "authentic performance" by engaging the students in real community projects as part of their learning experiences. This will present clear evidence to the community of the capabilities being developed by their young people as well as the adults involved in various learning programs.

Employability Certificates will be a means of accountability to the business community. Ultimately, the market is the test of our effectiveness. Students earning these certificates will be expected to demonstrate the competencies described in the SCANS report. Deficiencies will be addressed through our mechanisms for involving business in our education transformation.

The design will include more effective mechanisms for tracking students over time. The system presently conducts an exit poll of graduating students to determine their intentions, but more and better information will be gathered to identify what happens to them in the real world. This is, of course, the ultimate test of the design and will require a serious effort.

DISSEMINATION OF OUR DESIGN

Ultimately, our goal is to institutionalize the changes, and ensure widespread dissemination, while continuing the renewal and transformation process. After funding we will continue to move vertically to ensure that our learners from the four FLCs have a middle level, then higher level FLC experience. We will also move horizontally to transform other elementary schools to FLCs. By then, the MA legislation should be passed and our funding from the state will increase to reach the point of per pupil costs which are the basis of our proposal budget.

Documenting the Process. Many excellent education restructuring efforts are often inadequately documented. Documentation and reporting mechanisms are needed to inform the various partners, as well as others, about status, progress, problems, if any, and accomplishments. An essential component of our dissemination plan already underway is the comprehensive documentation of the process. This includes everything from the formation of the Coalition which is necessary to establish the community consensus and support for change, to the technical aspects of plans for change, resources to be considered, and specific plans for implementation and evaluation. We will employ the full array of print and electronic media and public relations, meetings and conferences, newsletters, and reports on activities.

The Education Institute. A major function of the Education Institute will be to market and disseminate information about the Fall River design. It will also produce materials and provide or arrange management and technical support to other communities who want to consider using the design to restructure their own schools.

Dissemination. The dissemination/marketing responsibilities of the Education Institute will have two components. First, one will focus on increasing local support for the effort with a view toward the time when the Grant funding is no longer available. Second, is the important issue of marketing our model in such a way that communities throughout the nation will adopt this model, and Education Institute role to assist communities to implement the model.

National Dissemination Program Trough Training. A comprehensive training program as the primary vehicle for dissemination will be planned and developed by the Design

Team. Responsibility for implementation will lie with the Education Institute. The training program will address the following areas. A comprehensive training manual will be developed which will include instructions on how to develop every facet of the program, containing both process strategies and substantive "how to" strategies, e.g. how to integrate social/supportive services within the Family Learning Center. A videotape library with training workshops duplicating our own training program, e.g. parents training for site-based management governance will be compiled. We anticipate about 12 to 15 tapes which can stand alone or be used with the written manual. Through our facilities at Durfee High School, Bristol Community College and UMA-Dartmouth, as well as the local cable television facilities, we will broadcast interactive satellite training workshops. We will also broadcast through the Learning Channel and other cable systems. We plan to approach PBS Channel 2 in Boston with the idea of producing a series about our project for distribution on the PBS Network. We also have a contact with McNeil-Lehrer who have previously featured our *Choice* program and would approach them about a follow-up segment on our project. In addition, during the July period of training, and during August, we will invite individuals to attend training institute so that they can return to their communities and train others in the model. We view this as an EduCorps (like the Peace Corps) - train trainers who will train others.

We will also develop a resource for computer instruction which can be used on Apples, e.g. small-group decision-making as part of our dissemination effort. There are many computer programs which parents, business mentors, etc. could use to enhance their skills, e.g. listening skills for mentors. We will also make a corps of our people and consultants available to other communities who wish to do training at their sites, e.g. if Colorado 2000 wished to have a two-day training workshop in Colorado. The Massachusetts Corporation for Educational Technology is our primary resource for assistance with this piece of the Education Institute.

Local Marketing. A comprehensive local marketing plan will be developed by the Chamber of Commerce's Committee which has already begun that process. Working in tandem with the Design Team, Media Wright, and its CEO will provide in-kind consulting. The plan will

include billboards, PSA radio and television spots, the Task Force's Forums program on Education, a monthly newsletter to Coalition members and interested stakeholders, a weekly local newspaper column on the Education Page, a monthly radio talk show, paid advertising in the local newspaper to promote attendance at Forums and Coalition Conferences, and brochures/flyers to be inserted free-of-charge in gas, electric and telephone bills.

National Marketing. A comprehensive national marketing plan will also be developed which will include the following: During the two-year dissemination period, quarterly ads announcing the training opportunities will be printed in the Wall Street Journal and the NY Times Education section. Quarterly ads will also be placed in five major education journals using the network of the America 2000 communities and the U.S. Chamber of Commerce, a quarterly newsletter will be mailed nationally to all communities committed to reform. The SBIP Project of which Fall River is a part will be used to disseminate information throughout Massachusetts. The Education Institute will install an 800 number 800-FOCUS-21 which will answer questions regarding the model and which will contain an Education "thought for the day" regarding reform.

State and National Business Organizations. We have established linkages with business organizations that have made a significant commitment to education reform. Through their publications, conferences and networking capabilities we will inform other communities about our design and how they can access the support necessary to implement it in their communities. These organizations include the Massachusetts Business Alliance for Education, the United States Chamber of Commerce, the National Alliance of Business, the American Business Conference, and The Business Roundtable. Our consulting firm, Reingold and Associates, has had a long-standing working relationship with these organizations and will help cause this to happen.

State and National Education Organizations. We will also make our design known through the publications, conferences and other activities of national education organizations and their affiliates including, The National Education Association, the American Federation of Teachers, the PTA, the National School Boards Association, the National Association of Secondary School Administrators, etc.

Other Organizations. We will also work through organizations such as the Children's Defense Fund, the YWCA of the USA, the National Association of Child Care Providers who have an interest in the well-being of our nation's children.

Federal Agencies. Finally, we believe there will be a considerable role for the U.S. Department of Education, as well as other federal agencies (Labor, Commerce, HHS, Justice) to disseminate information on a national level regarding the models for New American Schools. We will work with them to make our work known and readily available.

CONCLUSION On the network broadcasts in the year 1996, Fall River will again be in the news. This time, the story will not be about Lizzie Borden. Fall River will be featured as a "Break The Mold" Community, where world-class learning is central to our lives and our work. How did we do it? Our entire community -- every citizen -- contributes to and participates in learning.

Although ours is an integrated plan for the complete restructuring our the Fall River School System and our community, separate components, such as the Family Learning Center concept, the Education Institute concept for restructuring central administration, and the community governance mechanisms, could be selectively chosen for implementation and adaptation elsewhere. The integration of social services, community-wide standards and programs for early childhood, adult-education programs, and the integrated curriculum will also be able to "stand alone" for adoption elsewhere. Although the center of our design will be a transformed school system, the vision presented here is much broader, a transformed community. We intend to be a model for how our communities can more effectively "grow their children" by integrating all the experiences and services they will need to fulfill their individual potential, achieve truly world class standards and contribute to the continued strength and vitality of our nation's economy and its democratic way of life.

CHILDREN'S FUTURE TRUST

2000

DATE: February 14, 1992

Pay to the

Order of

The Children Of Fall River

DOLLARS

Memo The New Generation Of Schools

The Coalition For Excellence In Education

020-20-0329-1992

A blank check in support of FOCUS 21 as an investment in education. We the undersigned endorse the FOCUS 21 project to prepare the children of Fall River for the 21st century.

INDIVIDUALS

Mayer John Mitchell
Supt. John Correia
Kathleen Harrington
Julien Paul
Rita Menis
Jim Wallace
Marge Condon
Joseph Felleberg
Joseph Gorman
Thomas P. Murray
Mark Montigny
Brad Durfee
Robert Shahr
Anne Pacheco
Richard Paves
Tom Paves
Elizabeth Peak
Patricia Perreira
Louis Petrus
Eleanor Phillips
Deborah Pierce
Michaelinda Planse
Michael Planitz
George Pente
John Pente
George Pente
Madeline Pente
Dennis Peete
Rita Quinn
Dan Raposa
Wayne Roge
Sam Rush
Marilyn Rederick
Piedade Robertson
Ricki Sahady
Michelle Santos
Rebecca St. Pierre
Sandra Sauter
Barbara Shore
Neve Singh
Kenneth Duarte
Frances H. Smith
Angie Snell
John Souza
Debbie Soum
Karen Souza
Gail Squillace
Jean Statti
James Staples
Richard Stucky
Mark Sullivan
Tom Sweeney
Edward Szynd
Augustinho Tavares
Jean Tavares
Pedro Teixeira
Susan Teixeira
Dee Therrion
Jan Theault
Herbert Tracy

Fred Travis
Maria Ventura
Linda Viana
Denna Viveiros
James M. Waring
Ralph Ward
Rhonda Perchuck
Stewart Washburn
David Westgate
Dale Whitby
Mary C Wilbur
James Wilson
Steven Andrade
Mary Almeida
Michelle Almeida
Lanille Antaya
Odette Amaral
Guy Archambault
Patricia Aubertach
Sandra Augustinho
Helen Babia
Dolores Banks
Nancy Boardman
Sanna Booth
Edward Boyer
Victoria Bruce
Joseph Bullock
Daniel Cabral
Betty Calles
James Collins
John Camara
Steve Camara
James Carey
Cliff Carlson
John Carls
Joyce A. Chien
Bruce Clarke
Jeanne Collins
John Connell
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Edward Costar
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Harvey Lacomit
Beverly Lotandre
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Shirley Mailhot
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Robert Lavale
Russell Wilcox
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Ellen Farley
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John DeJesus
Armand Desmarais
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Resource Center
Cynthia Farnham
Patrick Foley
Irving Franklin
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Barney Frank
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AFFILIATES

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Of New York
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Center For Organizational
Learning
Columbia University,
Teachers College
National Science Resource
Center
Massachusetts Business
Alliance For Education
Lesley College
Digital Corporation
Headstart C.F.C.
S.E. Partnership
Reingold & Associates
PROED City Planning
Citizens Scholarship
Foundation
Fall River Interfaith
Council
Media Right Advertising
Fall River Herald News
WEAR
Bristol County Training
Consortium
Dixon Regional Vocational
Chamber Of Commerce
Fall River Parent's Council
Fall River Public Schools
Fall River Educators
Association
Fall River Administrators
Association
Charlton Memorial Hospital
Computer Security Service
Actua Life & Casualty
Battlemship Massachusetts
Boyd Center For Early
Childhood Education

FOCUS 21

Learning Together

Proposal

Submitted by

*Fall River Public Schools
The Fall River Regional Task Force, Inc.*



*Coalition for Excellence in Education
Fall River 2000*

June 22, 1993

MASSACHUSETTS DEPARTMENT OF EDUCATION
STANDARD APPLICATION FOR PROGRAM GRANTS

PART I

General Description Information

A. APPLICANT: Fall River Public Schools/F.R. Coalition for Excellence

(Legal Name of Agency)

ADDRESS: 417 Rock Street, Fall River, MA 02720

(Street, City/Town, Zip Code)

B. CONTACT PERSON: James A. Wallace

TITLE: Equal Education Opportunity PLanner

ADDRESS:

(Complete if not the same as above)

TELEPHONE NO: (508) 675-8367

C. NAME OF GRANT PROGRAM/

SOURCE OF FUNDS: Learning Together: Family, School, and Community Partnerships

D. IN RESPONSE TO REQUEST FOR PROPOSAL#:

E. TOTAL AMOUNT REQUESTED: \$ 25,000

G. PROPOSED DURATION OF PROJECT: from 9 / 1 / 93 to 8 / 3 / 94
mo / day / yr mo / day / yr

H. TITLE OF PROJECT: The Family Learning Center

F. TYPE OF PROJECT

(1) INDIVIDUAL ☒

(2) CONSOLIDATED ☐ (If this
line is checked, please complete
SCHEDULE A signing off on the
amount of funds assigned
by each participating agency).

I. BRIEF DESCRIPTION (In the space provided, please describe the activity to be conducted, the population to be served and the primary objective of the project):

A comprehensive school, university, community-based, and human service providers collaborative program that integrates school and community resources to serve the educational, developmental, health, nutritional, social, and emotional needs of one-hundred (100) young children (Pre-K through Grade 2) and their families. Activities include: home/school visits, site-based management, community service, extended day activities, student mentoring, and external health services.

J. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I HAVE FILED A CURRENT AND APPROPRIATE ASSURANCE STATEMENT COVERING SPECIFIC COMPLIANCE REQUIREMENTS APPLICABLE TO THE ADMINISTRATION OF GRANT FUNDS.

John R. Correiro
TYPED NAME

SIGNATURE

Superintendent of Schools
TITLE

July 6, 1993
DATE

PROJECT EXPENDITURES

PART II

Budgetary Information

DETAILED INFORMATION

[illegible]

PROJECT EXPENDITURES

DETAILED INFORMATION					
LINE ITEM	(Optional) CODE #	ACTIVITY	AMOUNT	SUBTOTAL FOR LINE ITEM	
5) CONTRAC- TUAL SERVICES		J. Briefly describe the services to be provided and the rate to be paid per hour or day whichever is applicable.			
		University of Mass.-Dartmouth; Center for Policy Analysis (Evaluation and Assessment)	\$ 3,000		
		Parent Workshops (\$200/day X 5 days)	\$ 1,000		
			\$		
			\$		
6) TRAVEL			\$	\$ 4,000	
		K. (Briefly describe who will be traveling where and why).			
		Student/Parent Field Trips			
		L. (Summary) In-State Travel \$125.00/bus *4	\$ 500		
		Out-of-State Travel	\$	\$ 500	
7) SUPPLIES (Items costing less than \$5,000 per unit or having a useful life of less than one year)		M. (Briefly describe and justify the supplies to be purchased)			
		Supplemental student supplies for Extended Day activities			
		Evaluation and office supplies			
		N. (Summary) Instructional (\$20.00/student X 100)	\$ 2,000		
		Non Instructional Tests, folders, paper, xerox, etc	\$ 500	\$ 2,500	

I. Funding Arrangements

Applicants are encouraged to develop proposals which combine a number of funding sources. Contributions may be from local, state (where allowed), federal, or private sources. All matching funds must clearly represent additional costs incurred by the district because of the program. Matching funds may be in the form of actual budget allocations (cash), donated services or donated goods.

	Amount Requested	Matching Funds (\$ amt or equivalent)	Source (Include Special Education, Chapter I, Bilingual, Early Childhood, Private Funding, etc.)	Identify major uses of money (e.g., position titles, types of materials)
Administrators	\$ 4,000	\$ 4,000	Chapter 636 - State C.E.E. - Private	Coordinators - EEO Planner Executive Director - C.E.E.
Instructional/Direct Service Staff				
Non-Instructional/Support Staff	14,000	14,000	L.E.A. Chapter 636, Chapter 1	Guidance & Adjustment Counselors Clerical - Bookkeeping & Secretarial
Fringe Benefits				
Contractual Services	4,000	4,000	Chapter 636 Fall River Public Schools	Extended Day Program - Instructors (2) Custodial & Security Services
Travel	500	500	Chapter 636 C.E.E.	Conference fees & Mileage
Supplies	2,500	2,500	L.E.A., Chapter 636	Extended Day Program & Office Supplies
Materials/Equipment		5,000	Chapter 11; Chapter 636	Xerox; Desks, Computers
Other (specify below)*		5,000	L.E.A., Chapter 636, C.E.E. Bristol Community College	Printing & Reproduction, Maintenance & Repairs, Telephone/Utilities & Rental of Space
Indirect Costs		1,000	(4%) L.E.A.	Data Processing
TOTAL	\$ 25,000	\$ 36,000		State, Federal & Private

*Other:

LEARNING TOGETHER 93-94

1. VISION

Our vision for the restructuring of the Fall River Public School System has not changed. Please refer to the Strategic Plan adopted by the School Committee on March 16, 1993.

In order to strengthen the work of the Coalition for Excellence in Education: Fall River 2000, it has recently adopted the following Statement of Purpose:

To advocate and facilitate implementation of the Life-long Learning Strategic Plan as a means to support the Fall River Public School System's drive to achieve academic excellence through broadened family and community involvement and an enhanced curriculum, thereby preparing the children and community for life and work in the 21st century.

This facilitating and advocacy role is developmental and temporary; the role of the school system is operational and permanent. As a volunteer community resource concerned with the future of our children and our city, it is the mission of the CEE to nurture those conditions necessary for Fall River to achieve world-class excellence in public education.

2. PROGRAM HISTORY

The Year One Proposal indicated that the focus of Learning Together would be the Watson School, TBE students from the Silvia School and Pre-K children from the Boyd Center's RAMCO Program. Unanticipated was the overcrowding problem in the North End of the City which provided the opportunity for a new "school" to be opened in January 1993. The Robeson Family Learning Center, adjacent to the Citizens for Citizens building (which houses Head Start) was opened. Three classes, a kindergarten, a first grade and a TBE Cambodian class were part of the Robeson FLC. The midcourse correction in focus delayed start of the outreach process, but a team of outreach workers are now in place and that work will be completed by August 31, 1993. They will include in their outreach effort the recently assigned students for the Robeson kindergarten 93-94. That outreach effort will, with the intake data collected by the Magnet Schools of Choice, provide the framework of an integrated data base system for the Robeson FLC which we hope to duplicate for all other "schools" over time.

Because the Coalition had already been in place prior to the start of the grant year, many collaborations took place which affected the positive outcomes regarding FLC students. The Coalition had been working, for example, with various appropriate programs within the School Department and Charlton Hospital regarding the integration of health and human services. The hospital has purchased a \$1 million medical van which will be visiting middle schools to offer screening services, etc. Through the Coalition's work, the van will also include site visits to the FLC. This came about through the planning process undertaken during the grant year.

We also were able to develop the guidelines of a mentoring program, the HOSTS (Helping One Child to Succeed). (See brochure in Appendix) A collaboration with Big Bros/Big Sisters allowed screening procedures to be established. During August, a breakfast will be hosted by the Coalition to introduce leaders in the community to the program for implementation in Year II. Training will be offered also through the collaboration with Big Brothers/Big Sisters. Through collaboration with UMD, which has initiated a Public Service Corps for mentors in the FR School System, all incoming first-year students will be invited to join this year through the UMD Orientation Program. Those volunteering will also receive the screening and training. Mentoring projects as an integral part of the curriculum are being developed. A recruitment of mentors through the business community will take place during August 1993 and training will take place during September 1993 with anticipated inclusion of mentors in classroom curriculum projects during October 1993.

The Coalition, through the leadership of one of its Board, (herself a parent) produced a training session for parents "It Takes an Entire Village to Educate a Child". It was attended by approximately 90 individuals. This was a four-hour workshop session for parents And community members. The workshop was conducted by Jacquelyn Sowers, prominent national consultant regarding school reform and parental involvement. (See Sowers bio and flyer attached in Appendix).

The teacher-in-charge of the FLC has worked closely with the Coalition and School Department in fostering greater family involvement. At the initial parents meeting, attended by the Superintendent, Executive Director of the Coalition and School Department Liaison to the Coalition, four parents attended. At the end of the school year, a family picnic was attended by 53 adults, all FLC children and their siblings. Recall that there are 30 students in the classes. One mother who attended with two siblings to a first-grader is a substance abuse addict. The Teacher In Charge of the FLC had filed a 51A against this parent during the school year. Yet, because of intervention by appropriate social services and the teachers, this parent felt comfortable enough to attend the year's end picnic. Not incidentally, the child is now better cared for. Another parent who is trying to recover from alcohol addiction, visits the school to assist three afternoons per week. She also attends AA meetings three times per day... A father recently volunteered to help the students build birdhouses. See enclosed newspaper article. Teachers at the FLC greet parents

and children at the door each morning. After the second day of FLC, one parent remarked that she had seen the "new" teacher more often at that point than she had seen the "old" teacher in the one and one-half years her child had attended the previous school. During the school year, three babies were born to families of first graders. Within the first three weeks of their lives, parents brought the babies to school to share them with the sibling's classmates! There is no question that the amount of cohesion between children, parents, teachers and community has increased since January..

The qualitative evidence of success of the project is dramatic. Parents, on their own, have organized to expand the FLC to grade 5. Sept 93 will accomodate Grade 2, thanks to their efforts. The word has spread and within the Magnet Schools of Choice program, the FLC is very desired. Many parents have contacted the Magnet Program to "thank" it for including their child.

The teachers meet daily (either before or after school) with 21 out of the 26 parents as they bring or pick up the students. The balance of parents are seen at least once weekly. They are constantly reassured that they may call or come in with any concerns. During the school year, each parent not seen daily has received four calls to the home to "check-in." (Recall that the FLC opened in January).

The teacher-in-charge spent a great deal of time recruiting students for the FLC. Each parent (21) on the K list was called to explain the services of the FLC. Fifteen chose the FLC. The six who did not choose did so because extended day was not available, transportation was not available or there was no second grade in operation for a sibling. When the FLC opening date was established, a second set of calls was made. Each child was invited to bring a parent on the first day of school for a tour. All parents attended. The same format of calls was used for the entering first-graders, 17 students. Six transfer students who were recruited a week later also received the same calls and FLC tour.

An open house was held as a vehicle for parent/teacher conferences. In the Kindergarten 9 of 15 parents visited and for first grade, 12 of 16 sets of parents attended.

Parents were invited to special programs and siblings were also invited. The puppet show regarding dealing with handicaps was attended by two parents with two siblings.

Parents were encouraged to volunteer in the classrooms. Between March and June several types of volunteerism took place. A grade I parent reads to that class three times a week for one-half hour. A grandparent who is a seamstress, as a follow-up to a book, Jillian Jigs and her Wonderful Pigs, for two weeks visited every morning to assist with the sewing and stuffing of animals. (pictures attached)

Another parent volunteered one to two afternoons per week for the entire afternoon. One parent with her college-age daughter volunteered to work on computer and art projects. The mother spent three days at the FLC learning to use the computer herself first!

As a follow-up to the field trip to the Audubon Society, one parent volunteered regarding birdhouse construction (cited above). The birdhouses now hang outside of the classroom for birdwatching.

Work on establishing a formal parents group was begun. An invitation to attend the organizational meeting dealing with "Issues dealing with the FLC" brought four parents out. The Superintendent, Executive Director of the Coalition and the School Liaison with the Coalition and Director of the Magnet Program attended. Two of the parents at this meeting called other parents to attend the second meeting in the morning (to eliminate child-care problems) and seven parents attended. They decided to have a family outing at the FLC, divided up telephoning responsibilities and held a third meeting to plan the event. Of the 24 families invited, 18 attended: 39 adults, 44 children and 5 staff members. Parents organized the games and did the shopping.

During the first three weeks of June, all parents were invited to the FLC to discuss their child's progress. Only one parent did not attend! The purpose of the conference was to discuss myriad activities which the parents could undertake during the summer to ensure continuity in their child's education.

The FLC went on three field trips: to the Audubon Society on which 5 parents and two siblings attended and another mother was the bus driver! The second was to the Tansey nature site, where three parents assisted. A trip to the Dartmouth Children's Museum included 8 parents and three siblings.

3. MAJOR COMPONENTS TO YEAR II

There will be several major components to Year II. One is the implementation of the Mentoring Program, HOSTS (Helping One Student to Succeed). Mentors will be involved at the FLC in discrete curriculum projects. Recruitment will be extensive and collaboration will be widespread. This will include the University, the business community, the Coalition, the School Department, Big Bros/Big Sisters and the FLC. Using another program Serve America: The POSSE (an intergenerational community service program for teens) as a model, we shall also introduce the opportunity to mentor to the Council on Aging. The Coalition, through its parental involvement group, will attempt to formalize the FLC parents into a citywide parents alliance which it is developing. The incoming Kindergarten class will also receive the FLC services. Based upon completion of the family assessments, we will create more opportunities for

parent's involvement in the classroom (e.g. above-cited birdhouses). We will also, through the Coalition's HHS integration project, direct family adults to services. We will initiate an after-school program as an attempt to extend the school day for these children and keep them in the same environment. We intend to supply more parent training opportunities, e.g. small-group decision-making, etc. so that a site-based management council can be established at the FLC. We intend that planning for such will be finalized during Year II. This will be an in-kind contribution through the FR Public Schools.

Because the Robeson is physically located adjacent to the Citizens for Citizens Head Start program, we shall attempt in the second year to identifying children who will ultimately enter the Robeson and begin to integrate that Head Start Program with the Early Childhood Curriculum at the Robeson. The literature cites well the lack of continuity between Head Start and Kindergarten and we shall attempt to address this gap here.

Because of the prominence of parents in the FLC concept, we intend to provide parents at the Robeson and elsewhere with an additional Parents Center which will be funded by Chapter 636 funds. The Coalition, however, intends to provide some additional resources to the Center which are being provided by private sources.. This Center will house the Coalition's School Reform Library and other resources. It will be hooked to the University of Massachusetts Library and Centralized computing via modem, thus providing a wide landscape of access to parents regarding research on school reform issues. Materials will be purchased and loaned to parents from the Library. We intend to tie this Resource Center (because it will be housed in the Community College where the Coalition is housed) to adult literacy resources at the community college. Training of various kinds for parents will also be undertaken here. The adjacent area also houses the School's Magnet Program and its Parent Coordinator which works closely with the Coalition regarding parental involvement. Thus the parents will have their own space which will be available for a variety of activities planned by them and for them. A retired librarian has volunteered to organize the material for the parents.

Charlton Hospital will be fully integrated into the FLC during the next year. We intend to have them provide specific curricular and training on nutrition, avoidance of alcohol and drugs (note the June 23 edition of Education Weeks which cites middle school years as too late regarding drug use) and other issues relating to wellness. We also intend to provide training in conflict resolution for the children and their parents.

We shall continue the intense parental interaction begun in Year I. We will also begin to develop the Family Learning Concept at the present Watson School by accruing data on the two incoming kindergarten families and beginning a series of activities, e.g. mentoring, parental involvement training, etc. as has taken place at the Robeson. The Watson additional will take place primarily during the second semester of the school year.

4. OBJECTIVES

To begin implementation of models associated with the FR Strategic Plan for School Reform by:

- a. increasing family participation in school activities and decision-making
- b. increasing community participation in the schools and as a wide-based support to the child's learning environment
- c. increasing awareness of school personnel regarding potential contributions of parents and the community to the child's learning experience
- d. increasing new linkages between community institutions to bring support to the nurturing of children through the FLC concept;
- e. imparting skills to parents, teachers, administrators and the community at large so that there is equal sharing of the learning responsibility throughout the community
- f. creating a climate where children are reaching the standards and goals as adopted in the Strategic Plan

5. STAFFING

Outreach worker/program coordinator job description attached in Appendix.

James Wallace Fall River Schools, - resumé attached

Rita Duarte Marinho, Exec. Dir. Coalition for Excellence in Education:
FR 20000 - curriculum vitae attached.

6. EVALUATION

The Center for Policy Analysis at University of Massachusetts-Dartmouth will conduct the program evaluation. It is anticipated that there will be a cross comparison with a designated control group. Objectives will be measured by quantitative and qualitative data. Comprehensive final evaluation will take place during Spring 1994 to allow modification of Year III plans.

4.(b) CHART: PROGRAM OBJECTIVES

MAJOR OBJECTIVE # A: Increasing family participation in school activities and decision making.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Parent/Family Recruitment	9/01 - 10/15	Outreach Worker
2. Parent Training - Workshops on school based management, parenting skills and substance abuse.	10/15 - 04/15	Program Coordinator (s)
3. PTO Meetings (8 per year)	10/15 - 06/15	Teacher In Charge, Outreach Worker

MAJOR OBJECTIVE # B: Increasing community participation in the schools and as a wide-based support to the child's learning environment.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Establish Mentor Program (HOSTS Program - Help One Student To Succeed)	10/01 - 12/15	Program Coordinator (s); C.E.E. Program Chair
2. Link health and social services directly to F.L.C. (i.e. Health Van from Charlton Health Services.	09/15 - 02/15	Program Coordinator (s) Outreach Worker
3. Implement Teenage Community Service at F.L.C.	11/15 - 06/15	Serve America Staff and Learning Together Coordinators

4.(b) CHART: PROGRAM OBJECTIVES

MAJOR OBJECTIVE # C:

Increasing awareness of school personnel regarding potential contributions of parent and the community to the child's learning experience.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Informationsharing meetings - Teachers, parents, school administrators, school committee, community participants.	11/15 - 04/15	Program Coordinator (s)
2. Newspaper articles and T.V. (local) coverage of F.L.C. activities	09/15 - 06/20	Teacher In Charge, Outreach Worker & Program Coordinator (s)

Increasing news linkages between community institutions to bring support to the nurturing of children through the F.L.C. concept.

MAJOR OBJECTIVE # D:

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Establish model family health program for F.L.C. with Charlton Health Services, i.e. Health Van, nutrition program, preventive health services.	10/15 - 02/15	Program Coordinator (s)
2. Coordination of social services for target families at F.L.C.	10/01 - 06/15	Teacher In Charge, Outreach Worker & Program Coordinator (s)

4.(b) CHART: PROGRAM OBJECTIVES

MAJOR OBJECTIVE # E: Imparting information to parents, teachers, administrators and the community at large so that there is equal sharing of the learning responsibility through the community.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Coalition of Excellence in Education Stakeholders Meeting	03/15 - 03/30	Program Coordinator (s)
2. Informational brochures to schools and community	11/15 - 08/15	Outreach Worker Program Coordinator (s)
3. Media coverage of F.L.C. activities	09/15 - 06/20	Teacher In Charge

MAJOR OBJECTIVE # F: Creating a climate where children are reaching the standards and goals as adopted in the C.E.E. strategic plan.

KEY ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE
1. Demographic profile of all target F.L.C. families and initial assessment of Watson students.	09/15 - 10/01	U. Mass. Dartmouth Outreach Worker Program Coordinator (s)
2. Individual student, family and community plan for each student	09/15 - 08/30	Teacher In Charge Program Coordinator (s)
3. Establish MIS Data System	01/15	U. Mass. Dartmouth

FALL RIVER PUBLIC SCHOOLS

Fall River, Massachusetts

PLEASE POST

The Superintendent of Schools announces the following position:

Community Outreach Worker/Assistant Program Planner

Qualifications: Bachelor's Degree and Counseling and Guidance course work or experience is highly preferred

Ability to work cooperatively with parents, school staff, social service agencies, and students.

Knowledge of community social services resources and business sector.

Previous experience in Federal and/or State aided projects preferred.

Knowledgeable about methods of data collection, statistical analysis, and evaluation design.

Demonstrated strong communication skills, written and verbal, required.

Must be able to prepare written communications, maintain files, and manage a data base.

Must be available occasionally to work evenings if needed for home visitations.

Must have a driver's licence and a car available during working hours.

Duties and

Responsibilities: Institute parent involvement and community involvement components that will focus on the establishment of a mentoring advocacy network and the establishment of an on-site Student Service Center.

Encourage parent involvement in the program through outreach and personal contact.

Attend in-service meetings to deal more effectively with students, parents and agencies.

Make an initial home visit to each student's family and subsequent visits as needed.

Deal in a positive, helping manner with parents and children regarding school adjustment problems.

Access appropriate social services and support services for parents and students.

Develop and maintain a Reporting Form and Log for all parent contacts.

Maintain close communication between school and parents regarding school activities that may benefit both students and parents.

Assist in the development of a site-based management governance model at the Family Learning Center(s).

Establish or refer parents to educational opportunities such as Adult Literacy.

Responsible for the development and dissemination of information regarding program and parent involvement progress.

Responsible for collecting, collating and interpreting student gain as provided for in a number of the project's objectives.

Responsible for working in collaboration with national contractor in the development of a descriptive and outcome evaluation.

Responsible for implementing and maximizing program objectives as prescribed in the approved Learning Together: Family, School and Community Partnerships Grant.

Responsible to assist in the day to day operation of the Family Learning Center Program in accordance with school department policies and procedures and Department of Education regulations.

Carry out related administrative tasks as assigned by the school district's Superintendent and the Fall River Coalition for Excellence in Education board of directors to effectively meet the program's objectives.

Reports to: Coalition for Excellence in Education: Fall River 2000 Administrative Staff

Salary: In accordance with the Learning Together: Family, School and Community Partnerships. Grant # 298-001-3-0095-4 Family Learning Center.

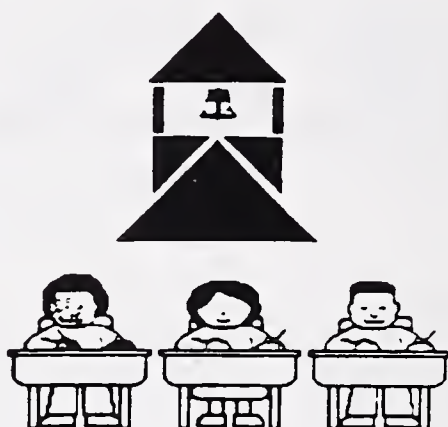
To apply: Submit application to
Coalition for Excellence in Education: Fall River 2000
c/o Fall River Public Schools
417 Rock Street
Fall River, MA 02720

Deadline: December 15, 1992

ADDITIONAL INFORMATION

FALL RIVER PUBLIC SCHOOLS

21st Century Education Today



*First Family Learning Center to open.
Be one of the select few to participate
in this exciting new venture.*

Family Learning Center

GOOD NEWS

Robeson Street Family Learning Center (FLC) to Open Soon

The new concept for 21st century Fall River Schools is about to begin!

The *Robeson Street Family Learning Center* will focus on early childhood development, grades K and 1, and will emphasize the student as an active learner and the teacher as a learning facilitator. Instruction will be individualized and personalized to meet the needs of every student and family.

The FLC will be open from 7:30 A.M. to 5:30 P.M. Optional day-care available in the morning from 7:30 to 8:15 and after school until 5:30 P.M.

It will feature the following:

- Small classes (approximately 15 pupils per class)
- Learning through hands-on activities, including the use of computers and the latest educational technology.
- Latest teaching methods and curriculum.
- A learning environment emphasizing good citizenship and the appreciation of diversity.
- Family involvement in the FLC, including participation in the management of the Center through the Governance Council.
- Additional health and social services.
- Mentoring by members of the business community and the University of Massachusetts- Dartmouth.

A limited number of spaces will be available. Most will be filled through a lottery of those children who voluntarily choose to attend the *Robeson Street Family Learning Center*.

Don't delay! Put your children in small classes and give them the type of education needed for the 21st century!

For more information about the FLC, please call 675-8367.

Family Learning Center



spotlight on **FALL RIVER**

New family learning center is model for the school system

By Michael Mello
Standard-Times staff writer

First-graders were scattered throughout a room in the Robeson Street Family Learning Center.

Some knelt, others spread themselves on the floor. All were busy, seemingly content working on individual blackboards.

It was a picture unlikely to be seen in most first-grade classrooms in the city due to class size and space constraints.

The new center focuses on early childhood development in kindergarten through second grade. It has the luxury of more individualized attention for its students, all of whom come from the school system's overcrowded classrooms.

Parents will have the opportunity to participate directly in student development at the center, with the help of classroom mentors who will track students' individual needs.

The mentors, who are now being trained, come from the community and the University of Massachusetts Dartmouth. Where necessary, they also will help parents improve their own literacy skills.

School officials hope the center, set up in December, becomes a model that one day will be used at all levels of the school system.

(See SCHOOLS, Page 8)

“

We have the opportunity here to do more hands-on work with students, something we've stressed in staff development meetings ... Most of the comments we've heard from parents have been positive. Some who've said their kids wouldn't go to school before now can't wait to get here.

”

— Nancy Travis,
teacher-in-charge

■ Schools

(Continued from Page 6)

Due to an ongoing contract battle between teachers and the city, the center is one of the few new programs set up in the school system in recent months.

Teachers have instituted a work-to-rule order that has them doing only what terms of their expired contracts specify. Many after-school activities normally run or supervised by teachers have been suspended.

Still, all four middle schools in the community continue to offer after-school tutoring programs. The elementary schools also offer numerous after-school remedial programs, says Marjorie Condon, director of instruction for Fall River public schools.

In addition, two private agencies provide recreational programs for pre-teen students.

Citizens for Citizens offers after-school day-care services for 77 students, 13 years old and younger. The Robeson Street facility, located next door to the Family Learning Center, operates on a \$200,000 state-funded budget.

Parents must meet financial guidelines for their children to qualify for the program, which offers mostly recreational activities, with some educational instruction. The individual cost to families is figured on a sliding scale, with maximum weekly costs of about \$66.

Classes run from 1 p.m. to 5:30 p.m. on school days and 7 a.m. to 5:30 p.m. during the summer and school vacations, says Program Coordinator Eloise Lauzier.

Family Services on Middle Street offers similar after-school programs for students from age 5 to 14, says Program Manager Maureen Rodriguez.

The Family Services program costs families a maximum of \$33 weekly.

The program has 90 students and offers educational and recreational activities from 2 to 5:30 p.m. on school days, and from 7 a.m. to 5:30 p.m. during the summer.

Both the Citizens for Citizens and Family Services programs have waiting lists.

While not officially separate from mainstream classes, the Family Learning Center is clearly making use of new educational concepts not yet instituted throughout the system.

"We're taking a holistic approach to the child," says Nancy Travis, teacher-in-charge at the center. "Many of the students are borderline (academically). Their parents felt they needed more one-on-one instruction."

The second-grade class at the center is bilingual, with 23 Cambodian students. All but one were born in often-embattled Cambodia.

On one recent day, the students were learning about Martin Luther King Jr. and his beliefs about non-violence.

Students shared stories about family problems and how they responded.

The teacher stressed the importance of not responding to problems by fighting or with guns, as many of the children saw in their native land.

Mrs. Travis, who has taught middle and elementary school children for 23 years, says the school has a 15-to-1 student-teacher ratio. With other class sizes in the city as high as 30 and no others below 20, she knows the pressure will be on to show the new center will be successful.

"There is some pressure. But it's also exciting," she said recently. "We have the opportunity here to do more hands-on work with students, something we've stressed in staff development meetings" for the entire school system.

"That's part of my philosophy of how kids learn best," she said.

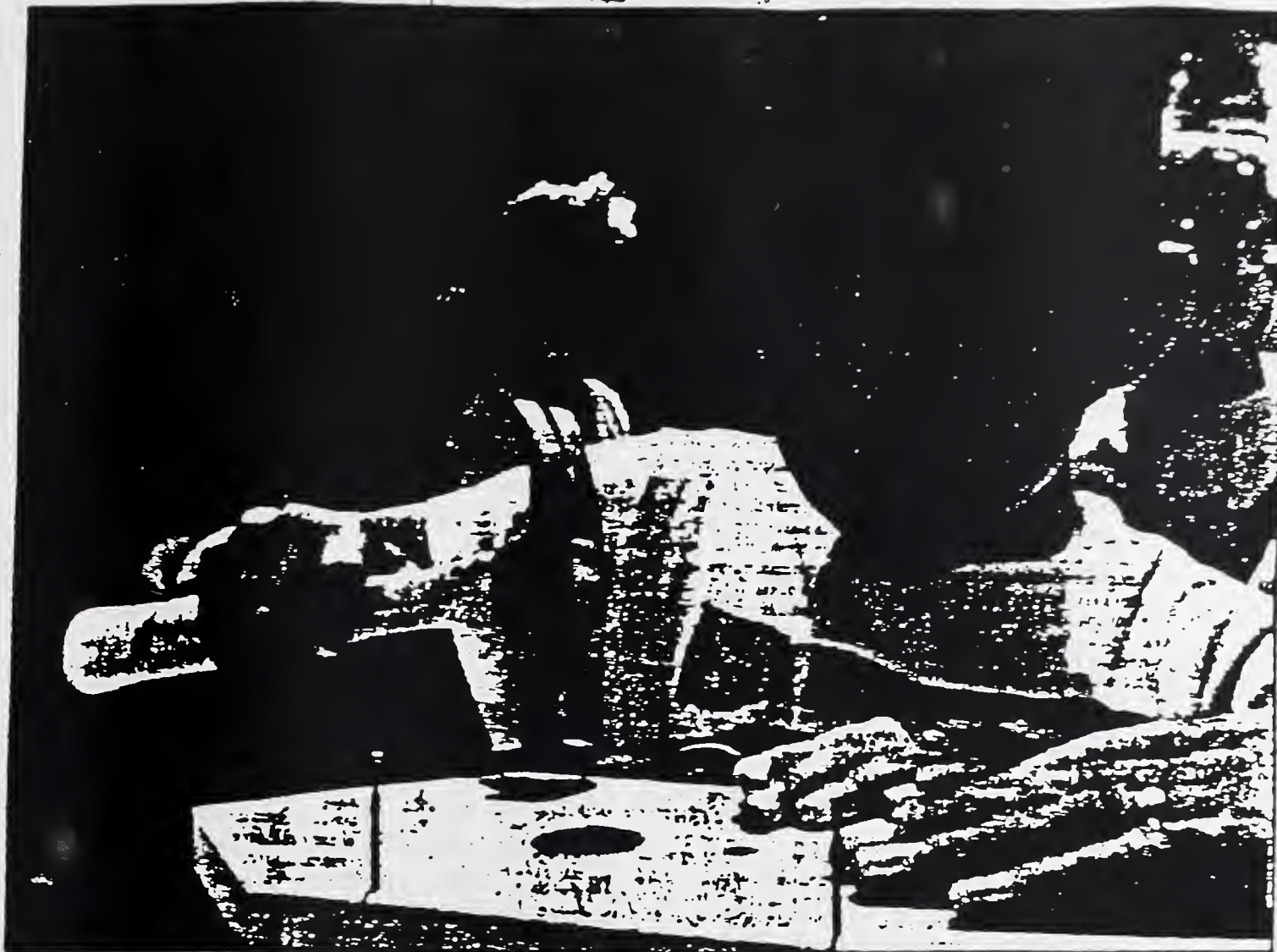
"So far, it's been hectic, and some things are still being set up. Supplies are still coming in," she said. "But most of the comments we've heard from parents have been positive."

"Some who've said their kids wouldn't go to school before now can't wait to get here," she said.



Nancy Travis, teacher-in-charge, works with first graders Andred Tracy, Jessicalee Ipy and Bol Out at the new Family Learning Center in Fall River.

Staff photo by Hank Seaman



Herald News Photo by DAVE SOUZA

Billy Murchison, a first-grader at Robeson Family Learning Center, takes his turn hammering nails into a birdhouse with the guiding hand of Mark DeFarias, the father of one of Billy's classmates.

Carpenter takes kids under his wing

By KATHLEEN DURAND
Herald News Staff Reporter

FALL RIVER — They hammered, they banged and most of the time they even hit the nail on the head, and it was all for the birds.

Thanks to Mark DeFarias, 15 first-graders in Nancy Travis' classroom at the Robeson Family Learning Center spent Friday morning building two sturdy wooden birdhouses.

DeFarias, whose son Joseph is in the class, is a contractor who builds new homes and additions. He volunteered to

spend part of his day teaching the kids some basic carpentry skills as a follow-up to their nature studies. Travis has taken the class to the Audubon Society sanctuary in Seekonk and on a bird walk at the Children's Museum in Dartmouth.

"I grew up without a father," DeFarias explained as he showed the kids saws, hammers, vises and all the tools needed to build a house, for people, not just for their fine-feathered friends.

With the patience he says is needed

Turn to CARPENTER, Page 8

Carpenter: Takes kids under his wing

From Page One

as a father of three young boys, DeFarias, who conducted the lesson outside in the schoolyard, let each first-grader take a turn with the hammer. He encouraged and praised each one, even those who rarely managed to connect hammer and nail.

Joseph had the advantage of experience, but he was generous about sharing his dad with classmates less familiar with carpentry. Were the three entrance holes in the birdhouses big enough? Joseph wondered aloud. His dad assured him that they were. Joseph then went on to speculate whether a bird could fly into his mouth — through the gap in his missing front teeth.

DeFarias brought two prefabricated birdhouses to the school so that all the kids had to do was nail the pieces together. But with so many hands involved, the project took more than an hour.

"I'm enjoying it," said DeFarias, adding that the kids' attention level was better than he had expected.

Billy Murchison said it was his first time using a hammer, but he proved to be pretty good at it. "I've made things with my dad," reported Jessica Lee Toy.

"Is it easy, doing your job?" a little girl asked DeFarias. "It can be fun. It can be very hard,"

he replied.

As the kids crowded around, DeFarias emphasized that carpenters need to be able to read so that they can follow blueprints, and they need to be able to do math in order to take measurements. Carpenters have to follow rules and regulations and building codes, he stressed, just as kids have to follow rules in school and will have to follow rules when they grow up.

Andrea Tracy wore a hospital visitor's bracelet on her wrist as she wielded the hammer. Her mother just gave birth to a boy and she was given the bracelet when she went to visit her, Andrea explained.

The Robeson Family Learning Center opened last winter in space the public school system rents from Citizens for Citizens in an effort to reduce class size in crowded elementary schools. Besides the first-grade class, it also houses a kindergarten and a second grade.

Travis said the class will paint or stain the birdhouses and hang them in the schoolyard. "They're nice," said a kindergarten boy who came over to look at the birdhouses.

Since at least 25 percent of her students do not have fathers living with them, Travis said, it was a good experience for the children to have DeFarias spend time at the school.

"It Takes An Entire Village to Educate a Child: The Role of Parent Involvement"

**A Workshop for Parents sponsored by the Coalition for Excellence in Education
Henry Lord Middle School, Fall River, Massachusetts
May 12, 1993**

It's time to put children first, in our homes, schools, communities, and nation! There is now a groundswell of advocacy and action on behalf of children and adolescents in America. Everyone recognizes schools can't do it alone. It takes a whole village to raise a child! We need parent involvement and leadership for the children's agenda. The Fall River Coalition for Excellence in Education is a national model of solid local efforts to put children first. Fall River school communities are squarely facing the educational, social, and health risks and choices with which our youngsters are struggling as they move ever-so-rapidly into the 21st century. This workshop is designed to sharpen our focus and enhance our skills in home, school, community collaboration.

6:00 Welcome and Framing the Conference

**Rita Marinho, Executive Director, Fall River Coalition for
Excellence in Education**

6:15 KEYNOTE: "PARTNERSHIP FOR THE CHILDREN'S AGENDA"

**Jacquelyn G. Sowers, MEd., Consultant, Human
Resource Development, Health Promotion, and Education**

- o Brief History of Evolution of Parent/Community Involvement with Schools Over the Past Twenty Years
- o Today's Facts of Life That Caring Parents and Teachers Cannot Ignore
- o The Children's Agenda Means More Than the Old 3 Rs
- o Current Nationwide Momentum for Home/School/Community Coalitions to Address the Needs of Youth
- o Partnerships That Work: Strategies for Local Coalition Building
 - "Getting It": Promoting A Compelling Shared Vision
 - "Doing It": Moving People from Concept to Concerted Action
 - "Celebrating It": Spotlighting Joint Efforts and Steps Toward Desired Outcomes

7:30 BREAK

7:45 SKILL DEVELOPMENT PRACTICE: What Could Parents and Educators Do Together in the Spirit of Putting Children First?

- | | |
|----------|---------------------------------|
| Case I | Unsupervised Kids After School! |
| Case II | Tracking/Untracking! |
| Case III | Violence! |
| Case IV | Sex! |
| Case V | Media Messages! |
| Case VI | Lead! |

8:15 Debriefing The Cases: Strategies for Action

Identifying the Helps and Hindrances to Effective Parent Involvement

9:15 QUESTIONS AND DISCUSSION

9:30 Brainstorming Skills We Need: Ideas for Future Skill Development Sessions

9:50 Reaction Sheets

Workshop Wrapup

10:00 ADJOURNMENT

**Conference Sponsor:
Fall River Coalition for Excellence
in Education, 64 Durfee Street,
Fall River, MA 02720
(508) 672-1821**

**Conference Facilitator: Jacquelyn G. Sowers, MEd.
Sowers Associates
One Park Avenue
Hampton, NH 03842
(603) 926-0744**

Goals for This Workshop

Parent participants will have opportunities to:

1. be updated on current trends in parental involvement in school and community
2. confront current statistics on the risks our children face that impinge upon their ability to learn, live, and grow into responsible, productive adulthood
3. hear evidence of the nationwide momentum to invest in the health, education, and social surround of children, adolescents, and young adults
4. consider key elements in home-school-community coalitions that work, including some specific tips for encouraging strong parent involvement
5. practice skills in applying principles of coalition-building to real-life case studies
6. debrief case analyses and discuss the challenges and promises of concerted action for children
7. identify the existing helps and hindrances to parent involvement
8. identify needs for future skill development workshops
9. meet and network with other parents and community leaders
10. leave with renewed commitment to personal action toward promoting positive parent involvement and collaborative home-school-community efforts on behalf of children and youth



HOSTS

INVEST IN A CHILD'S FUTURE

HOSTS PROGRAM

HELP ONE STUDENT TO SUCCEED

hy a Mentoring Network?

Our children need help. Many Fall River children are from troubled families which are isolated from the larger community. The complexity of today's society demands that the responsibility for the education of our children belongs to all of us. Children are our most precious resource. Our survival as a nation depends on how well we nurture and educate them.

hy Mentor?

By offering to a child friendship, guidance and a positive perspective on life, mentor programs clearly show that someone cares. Making a connection means to gain the trust of the child and foster mutual respect. The message the mentors provide is important. "You are worth my time and effort because you are a valuable human being. And I can offer you by the example of my life ways to expand your horizons and to increase the likelihood of your success."

ho are Mentors?

Mentor Programs attract people from every conceivable background, representing every socioeconomic level: blue-collar workers, white-collar professionals, school volunteers, professionals from the community, college students, and retired people, to name a few. Volunteers come from large corporations, small businesses, church groups, utility companies, hospitals, charitable institutions, and mom and pop stores.

ther mentoring programs in Fall River.

The Fall River community has several successful mentoring programs, each with its specific goal. For many years, Big Brothers/ Big Sisters has successfully run a comprehensive one-on-one mentoring program. "The Mentor Program" at Durfee High School provides shadowing opportunities to enhance student's career information.



How Can Employers Support Mentoring?

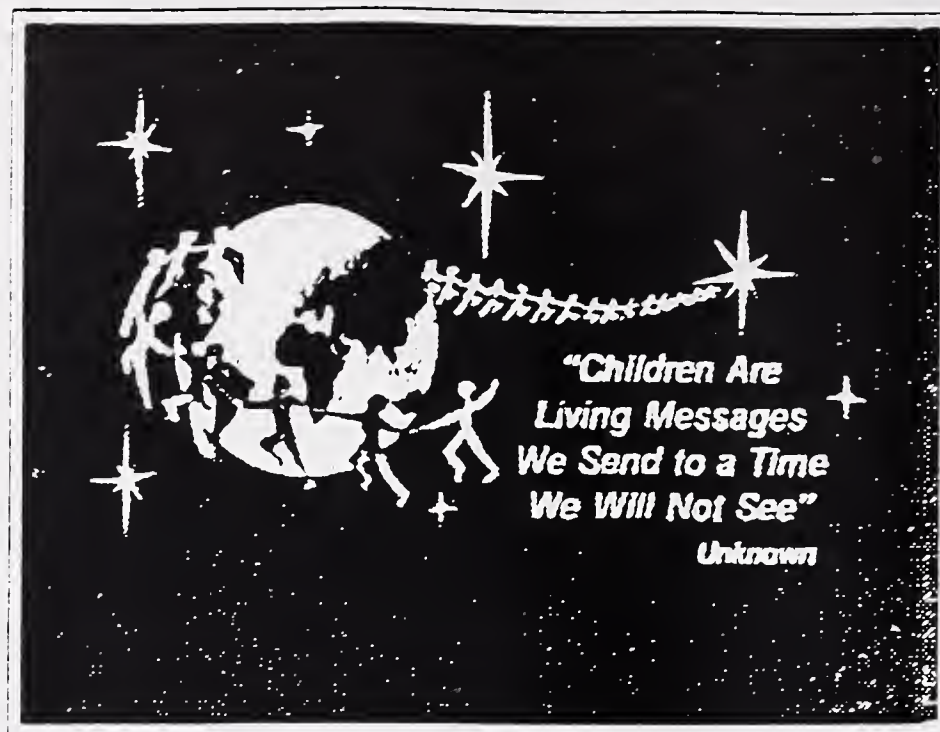
- ☐ Provide opportunities for recruitment of mentors
- ☐ Assign mentoring as a priority for community service and include it in personnel evaluations
- ☐ Grant employees specific release time to mentor (ex. four hours per month)
- ☐ Ask Human Resource Personnel to assist the Coalition in the recruitment and screening of mentors
- ☐ Contribute financially to the Coalition so that it can continue to develop mentoring programs

THE HOSTS PROGRAM

Help **O**ne **S**tudent **T**o **S**ucceed

HOSTS is a school-based tutoring program. Mentors will interact with the children in their classroom during school hours. Mentors will assist children with projects which are developed by their teacher as an integral part of the curriculum. Some mentors may work with children during an extended-day tutorial program. The mentor's role is not only to help the children raise their grades, but also to improve the children's attitude and increase their self-confidence and pride.

The HOSTS Program includes a comprehensive screening and training program for all volunteers.



WANT TO VOLUNTEER?

Contact

John Hubbard, Chairperson, CEE Mentoring Network
or
Rita Marinho, Executive Director, CEE

Coalition for Excellence in Education

64 Durfee Street
Fall River, MA 02720
(508)672-1821



HEALTH AND SOCIAL SERVICES TRANSFORMATION MODEL



FALL RIVER: 2000

Education

- Comprehensive Health Education and Human Services Proposal
- Health Education Curriculum Development
- Wellness Training: Staff, Students, Families
- Educational Videos

Charlton Memorial Hospital Fall River Public Schools Partnership

Delivery

- School-Based Clinic
- Social Services
- Health Van
- Youth Public Service
- Robeson Family Learning Center

Advocacy

- Coalition for Excellence in Education
- Networking/Collaboration
- Public Relations
- Management Information Systems
- Research and Grants

James Albert Wallace, Jr.

RESIDENCE

293 Robert Street
Westport, MA. 02790
Tel: (508) 636-5639

BUSINESS ADDRESS

Fall River Public Schools
417 Rock Street
Fall River, MA. 02720
Tel: (508) 675-8367
Fax: (508) 675-8488

PROFESSIONAL EXPERIENCE

- Present** **Equal Educational Opportunity Planner**
Fall River Public Schools.
Responsible for Chapter 636 "Schools Of Choice" Magnet Education Program and continued planning and development of dropout prevention activities. Total Funding: \$2,850,000.
- 1981 - 1985** **Elementary School Principal**
Fall River Public Schools - William Connell School
- 1978 - 1981** **Research & Planning Specialist**
Fall River Public Schools.
Directed an on-going program of school system evaluation and coordination of data collections in response to State and Federal requirements for the Fall River School Department. Coordinated the preparation and updating of a multi-year master plan that included educational program planning and development, facilities planning, and demographic and financial projections.
- 1975 - 1978** **Administrative Assistant**
Fall River Public Schools - Federal and State Projects
Responsible for planning, writing, managing and evaluating federal and state education programs: i.e.
Magnet Education Pilot Program, funded by State Division of Equal Educational Opportunity, Chapter 622
Project C.O.P.E. funded by Department of Labor (C.E.T.A.), City of Fall River, local sponsor
- 1969 - 1975** **Federal Program Instructional Coordinator/Director**
Fall River Public Schools.
"Project Process" - a federally funded, Title 8, dropout prevention program. one of only ten national demonstration models. Total funding - \$1,645,800.
- 1962 - 1969** **Teacher**
Fall River Public Schools - Watson School, Grade 8

OTHER PROFESSIONAL EXPERIENCE

Present	<p><u>Educational Grants Writer (State/Federal/Private) and Program Developer:</u> i.e. Chapter 188, Essential Skills Dropout Prevention Planning and Implementation Grants, (Fall River Futures), Multi-year Commonwealth Inservice Institute Grant, Commonwealth Inservice Institute Grant, Fall River Voluntary De-Isolation and Educational Improvement Plan, Chapter 636, Fall River Inter-District Planning Grant "Schools of Choice Program", National Foundation for the Improvement of Education Grant, School Dropout Demonstration Assistance Program, New Generation of American Schools - FOCUS 21, Serve America, Learning Together</p> <p><u>Coalition for Excellence in Education Board of Directors</u> - Educational Liaison, Fall River Public Schools</p> <p><u>Massachusetts Urban Superintendents Consortium Chapter 636 Steering Committee</u> - (Chairman)</p> <p><u>Bristol County Regional Employment Board</u> - Department of Labor Southeast Region Grant Proposal Review Committee Education Committee (Chair)</p> <p><u>Fall River Public Schools Site-Based Management Planning Committee.</u></p> <p><u>Fall River Futures</u> - Executive Council</p> <p><u>Fall River Council for Substance Abuse Prevention</u></p> <p><u>Fall River Task Force - School Building Needs Committee, Education Forum Committee: Coalition for Excellence Design Team</u></p>
1984 - 1989	<p>Fall River Public Schools/Massachusetts State Department of Education Administrative Committee for Dropout Prevention, Southeast Massachusetts Region - (Chairman)</p> <p><u>Eastern Massachusetts Regional Education Council</u> - Massachusetts State Department of Education</p> <p>Boston University Graduate School of Education (Guest Lecturer)</p> <p>Fall River School Committee Sub-Committee on Policies (1989)</p>
1977 - 1983	<p>Coordinator of Fall River Public Schools Redistricting and Reorganizational Plan, Assisting in Research & Development and Planning for Fall River Public Schools.</p>
1969 - 1978	<p>Bristol Community College, Evening Division, Economics Instructor Southeastern Massachusetts University, Graduate School, Instructor</p>
1962 - 1969	<p>Coordinator - Chapter I Summer Program - Small School</p> <p>Freshman Coach - Baseball, Basketball, Track - Watson School</p> <p>Adult Basic Education Instructor, Fall River Public Schools</p>

EDUCATIONAL BACKGROUND

- 1970 - 1990 Bridgewater State College, Salem State College, University of Massachusetts, and University of Rhode Island - Graduate Schools of Education; earned forty-five post graduate credits.
- 1962 - 1967 Bridgewater State College, Graduate School of Education - Master's Degree of Education (M.Ed.)
- 1958 - 1962 Stonehill College, North Easton, MA; Bachelor of Arts Degree; Major - Economics; Minors - English, History, Philosophy, and Education.
- 1955 - 1957 B.M.C. Durfee High School, Fall River, MA

Massachusetts Teacher Certification Number : 44916

Areas of Certification

- 01 Elementary Education
- 11 Secondary English
- 14 Secondary Social Studies
- 81 General Supervisor
- 82 Elementary Principal
- 83 Secondary High School / Jr. High School Principal
- 85 Superintendent /Assistant Superintendent of Schools

PROFESSIONAL ASSOCIATIONS

- Samaritans of Fall River & New Bedford - Board Of Directors
- National Association for Supervision and Curriculum Development
- Fall River Administrators' Association
- Fall River Educators' Association - President (1967 -1969)
- Regional Laboratory for Educational Improvement of the Northeast and Islands
- Fall River Coalition for Educational Excellence - Board of Directors

CONFERENCE PRESENTATIONS

- United States Department of Education - Strategy Meetings on Choice in Education - East Harlem, New York and Charlotte, N.C. (1990)
- International Conference on Magnet Schools - (Keynote Speaker)
"Controlled Choice In Massachusetts" - Indianapolis, Indiana (1989)
- Regional Conference on Magnet Schools (Southwest) - "Equity and Excellence of Controlled Choice in Fall River" - Los Alamitos, California (1988)
- Connecticut Association of Boards of Education, Inc. - "Fall River Schools of Choice Program" - The Hartford Graduate Center, Hartford, Conn. (1988)

U.S. Department of Justice - New England Conference on Current School Issues -
"Dropout Prevention Strategies, Fall River Public Schools" - Newport, R.I.
(1987)

Massachusetts Department of Education - State Conference on Diversity and Choice - "The
Fall River Plan" - Worcester, MA. (1987)

HONORS, AWARDS, RECOGNITION

Coalition for Excellence in Education, Fall River 2000 - recognition for participation in the development of the Lifelong Learning Strategic Plan. Adopted by the Fall River School Committee, 1993.

Fall River Task Force, Inc. - Recognition for participation in the development of the Fall River Public Schools' Building Needs Update, "The Ganbatte Report," 1991.

Secretary of U.S. Department Of Education, Lauro Cavazo - Recognition for participation in Regional Strategy Meetings In Education, 1990.

Governor of Massachusetts, Michael S. Dukakis - Recognition for planning School Choice Meeting and Press Conference in the City of Fall River and Presentation for the State Board Of Education on "Inter-district Schools Of Choice Planning."

School Department Commendation for participation in the Leadership Institutes I and II.

Fall River Junior Chamber of Commerce - DISTINGUISHED SERVICE AWARD for Outstanding Contribution in the Field of Education

School Committee Commendation for Study and Development of a Comprehensive Ten Year School Building Needs Program, 1985.

REFERENCES

- | | |
|----------------------|--|
| John R. Correiro | Superintendent of Schools,
Fall River Public Schools |
| Charles Glenn, Ph.D. | Director, Office of Educational Equity (1990-1991)
Massachusetts Department of Education,
Boston University, Administration, Training and Policy
Studies Department, Graduate School of Education |
| Joseph Rappa, Ph.D. | Superintendent of Schools
North Attleboro Public Schools |
| Jack W. Fyock | President, Coalition for Excellence in Education
Vice President, J&J Corrugated |

Rita Duarte Marinho, PH.D.
A/K/A Rita Moniz

Current Position

Professor of Political Science
University of Massachusetts Dartmouth
North Dartmouth, MA 02747
(508)999-8371

Personal

Born 10/11/42
Who's Who in America - 1991
Owner-Elegance of Martha's Vineyard, woman's clothing
store

Education

PH.D. in Political Science, Brown University
(1979)
Major Field: American Government and
Politics
Major Field: Social Science Methodology
Minor Field: American Foreign Policy
Dissertation: A Comparative Micro-
Analysis of Portuguese Ethnic
Political Behavior: New Bedford,
Massachusetts and Providence, Rhode
Island

M.A. in Political Science, Brown University
(1975)

B.A. in Political Science, Southeastern
Massachusetts University, summa cum
laude (1974)

Minor: Education

Attended George Washington University
New Bedford High School, with highest
distinction,
College Curriculum
Classical Preparation

Academic Honors

Senior Research Fellow, Center for Policy
Analysis
University of Massachusetts Dartmouth
1985-1989
Brown University Fellowship
Southeastern Massachusetts
University Dean's List
National Honor Society
Jonathan Bourne Essay Prize
National High School Poetry
Anthology
(Best of '60's).

Current: Executive Director, Fall River Regional Task Force, Inc. On a consulting basis, directs activities of privately funded group of community leaders. The Task Force is a public/private coalition which functions as a resource to facilitate the identification of and solutions to community problems and issues. Professional responsibility for reorganizing municipal government. Coalition for Excellence in Education F.R. 2000-Comprehensive restructuring of public school system.

1988-Present Professor of Political Science
Teaching responsibilities include Fundamentals of Political Behavior Politics and Media, Ethnic Politics, Quantitative Methods Sex Roles and Politics. Woman as Citizen.

1982 - 1987 Associate Professor Political Science
Promoted from Assistant with only four years in rank

1981 - 1983 Administrative Director of Women's Studies
Responsible for budget proposals, five-year plan and implementation, liaison with academic departments, advising students, attending conferences, supporting integration of curriculum, hiring faculty, writing newsletter, planning brochures, grant-writing, attending chairperson's meetings, setting overall policy of program with faculty and students.

1982 - 1983 Special Assistant to the President
Representing President at various functions, answering correspondence, reviewing legislation and setting priorities for political activities, proposal writing in areas like Office of Institutional Research, organizing and administering task forces on student recruitment, enrollment and retention, liaising with departments and deans on behalf of the president, giving counsel on general university policy, primary responsibility for internal crisis management.

1978 - 1982 Assistant Professor of Political Science UMD

1978 - 1980 Assistant Professor of Political Science, UMD
Teaching Associate, Brown University

1978 - 1980 Director UMD-CETA Evaluation Project Overall administration of evaluation of Title I and Title II programs for City of New Bedford and City of Fall River Consortia Supervision and training of interviewers, coding

1978-1980	Con't:	data, data analysis, writing reports, budget preparation and supervision, liaisioning with planners at consortia and Department of Labor state personnel
1977-1978		Teaching Associate, Brown University Teaching Assistant, Brown University Visiting Lecturer, UMD Director, UMD-CETA Evaluation Project
1976-1977		Teaching Assistant, Brown University Computer Consultant, Brown University Liaison with Computer Center for Political Science Dept assisted students for Computer related activities (SPSS)
1975-1976		Teaching Assistant, Brown University
1975		Summer Tutoring and Substitute Teaching in New Bedford Public Schools (K-12) including Bi-Lingual Program (Portuguese)
1974		Taught typing to Enrichment Classes
1966-1972		Identification Role Wife and Mother
1964-1966		Public Relations, New England Telephone Service. Representative - responsible for customer relations, record-keeping for billing purposes and taking equipment orders.
1961-1964		Administrative Assistant to President, D.C. Transit System, Inc., Washington, D.C. Functioned as a social secretary, planning social events, from small dinners to hundreds, supervising menues, floral arrangements, service personnel, etc. Office of the General Counsel, D.C. Transit System Inc. Lesser & Lesser, Attorneys, Washington, D.C., secretary
1960-1961		D.C. Office Equipment, Co., secretary George Washington University, PBX operator



Mt. Auburn Associates

408 Highland Ave., Suite 410, Somerville, MA 02144 • (617) 625-7770

M E M O

TO: Mayor Mitchell
Fall River Partnership

FROM: Beth Siegel
Michael Kane
Devon Dornan

RE: Enclosed Draft Fall River Report

DATE: January 26, 1994

Enclosed is a draft copy of the Fall River Economic Development Plan. We would encourage you to read the draft carefully before our meeting on February the 3rd. At the meeting, we will discuss changes and modifications to the report. Shortly after the meeting, we will prepare the implementation component of the plan.

We look forward to seeing you on the 3rd.

Thank you.

Mt. Auburn Associates

**Economic
Development Plan:
City of
Fall River**

DRAFT

Submitted to:

**Mayor John Mitchell
and
Fall River Office of
Economic Development**

Submitted by:

Mt. Auburn Associates

**408 Highland Avenue, Somerville, MA 02144
Telephone: (617) 625-7770**

January 25, 1994

Chapter One:

Introduction

1.1 Purpose of the Project

Fall River is confronted by two conflicting images of itself and the city has to come to grips with this split in its personality if it hopes to succeed in building a vibrant and productive economy.

Like many other older, industrial cities in New England, Fall River suffers under the weight of powerful forces: a decline of its traditional manufacturing base, a stubborn provincialism that keeps the city somewhat isolated, a tendency to promote and embrace "its own" to the exclusion of new blood and leadership, limited success in carrying out a number of key economic and educational plans, and a focus on relatively short-term fixes for an economy that requires long-term investment.

On the other hand, the city also recognizes that it has made considerable progress in the last several years: while some industries have declined, there are many companies in the industrial base that are making significant changes and improvements in the workplace through new technology and investments in the workforce; the city's economic development capacity is quite strong and in the eyes of many regional and state economic development officials, Fall River has a reputation as being effective and resourceful; business and community leaders have joined forces to make improvements in the city's physical infrastructure and on the waterfront; relationships with the area's higher educational institutions are bringing new resources into the city; and a plan for school reform, unfortunately delayed in its implementation, did bring scores of community representatives together to develop a comprehensive blueprint for excellence in the schools.

To build the kind of economy it wants, Fall River needs to do several things in the *near-term*: work to overcome its negative self-image; focus on its strengths and develop the political and organizational will to overcome its fractious divisions; get beyond the sense of failure and powerlessness; and succeed on short-term, tangible projects to develop a sense of accomplishment and momentum.

In the *long-term*, the city needs to build *a new culture and environment for economic development*. If the city can construct an environment that encourages risk-taking, innovation, removing barriers, and inspiring people to take initiative, then it will have a much better chance of creating a healthy, productive economy. The new culture and environment will support existing businesses and help them be more competitive. It will encourage new business development from within the city, an important source of job creation. And, it will provide a foundation for selectively targeting new companies to locate in Fall River.

This report is designed to help Fall River address both the short- and long-term challenges it faces. The report, however, is based on several key themes. These themes are essential for the city to keep in mind. They will guide the recommendations offered in the report and they will provide the basis for establishing a new culture and environment for economic development.

1. Build strong, committed leadership.

The city needs leadership from the public and private sectors that will encourage older businesses to be more flexible, innovative, and smart, and that will support the creation of new businesses. The new leadership also has to communicate a broad vision for the city's economy, and take a long-term view of economic rebuilding. The leadership also has to forge a culture of cooperation and instill a bias toward action and implementation.

2. Encourage new entrepreneurs.

The city, principally through its older industrial sector, was once a hotbed of entrepreneurial activity. Many businesses failed, but hundreds were able to sustain themselves and these companies provided revenues and jobs for the city. Once again, the city needs a pool of new entrepreneurs to take the place of businesses that are no longer in existence or are not able to remain viable in the competitive marketplace.

3. Organize key resources.

All of the resources necessary to support and encourage a new class of business owners need to be in place: capital, skilled workers, a network of technical resources and expertise, market information, development facilities, and a strong education system.

4. Foster innovation.

Sources of innovation for both old and new businesses are crucial. The demands of the global marketplace make it imperative that companies innovate, otherwise they die. Sources of innovation typically are found in the leadership of existing companies, in colleges and universities, and in public and private research institutions. Building partnerships with key organizations and institutions will keep existing and new businesses fresh and innovative.

5. Focus on quality.

The city should be seen as a place of quality -- quality in its manufacturers, its governance, its delivery of services and resources, in its school system, and in its leadership. No business or community can compete without an absolute commitment to quality.

6. Support a cooperative community spirit.

Cities cannot succeed on their own strengths and resources -- they need to view themselves as elements within a larger economic framework. Developing a more productive network of communities and organizations will make Fall River as well as southeastern Massachusetts stronger. The city needs to be more open-minded in its thinking and inclusive of other communities and individuals in its quest for a more resilient and viable economy.

In addition to the above, Fall River will also need to address other issues as it faces its economic future.

First, the entire New England economy is in the midst of one of the worst recessions in decades. Jobs have been lost at an astounding rate. And while there is some evidence that the bottom has been hit, there is little optimism about a strong and quick recovery.

Second, the position of the U.S. in the international economy has changed dramatically. Today, U.S. companies are actively competing within a world economy. A successful company must be able to reach international markets and compete on the basis of technology, service, quality, and price with companies based throughout the world. This means that companies need to have a skilled workforce, invest in new process technologies, develop the organizational and management structures needed to produce quality products and provide quality service, and invest in the research and development needed to keep products competitive on the international market. Moreover, advances in transportation and

communication have vastly increased the possibilities for U.S. companies to produce offshore. The recent passage of NAFTA presents particular challenges to Fall River, with its large dependence on the garment industry.

Third, within the city of Fall River there has been a weakening of its leadership base. The loss of a strong, locally-owned business base (particularly in the banking community) has left the city with fewer active private sector leaders with an interest in taking an aggressive role in shaping the city's economic future. Moreover, many community leaders have worked hard and long on the full range of challenges the city has faced (governance, education, as well as economic development). A new generation of community leaders, with renewed energy, is now needed to supplement and follow up on the extensive work undertaken in the past 15 years.

Recognizing these changing conditions, the mayor, along with other key leaders in the community, have taken the lead by sponsoring the development of a strategic plan to ensure that the city is able to face these new challenges. The purpose of the strategic plan is to:

- ◆ improve understanding of the economic structure of the city;
- ◆ assess the needs of the city's existing businesses and develop mechanisms for meeting those needs;
- ◆ identify key industries to target for growth and attraction and develop a strategy for promoting targeted industries; and
- ◆ develop an overall action plan for improving the economic conditions of Fall River and the quality of life of its residents.

The preparation of a good regional strategic plan is absolutely essential for effective economic development. Economic development is not about simply going out and finding new jobs. These new jobs may pay poorly or may last no longer than two years before moving to another site in another country. Rather, the function of economic development is to create a system that promotes *sustained growth in jobs and income* -- a system that encourages local entrepreneurship and initiative-taking; that creates a climate making the city attractive to outside manufacturers for the *long-term*, not just a few years; that encourages local manufacturers to constantly improve their products, expand their markets, and have the flexibility to meet changes in the marketplace; and that results in the various institutions in the city (community organizations, education, businesses) working together with a common purpose and common agenda.

Developing an effective strategic plan is just the first step in the economic development process. It takes the patience and energy of the leaders of the city -- political, business, and community organizations -- to see this plan through and to make the necessary commitment of time and resources to implement the recommended actions.

1.2 Methodology

Mt. Auburn Associates has spent the past five months seeking to understand the forces affecting the city's economy, the barriers to growth, and the opportunities for further development. Specifically, the development of the strategic plan involved the following steps:

1. Economic audit of the economy.

Mt. Auburn Associates undertook an analysis of the economic performance and structure of the city's economy. In this analysis, we particularly focused on the economy's *traded sector*, that part of the economy that exports goods and services outside the region and, thus, brings in the income that drives the rest of the economy.

2. Identification of business needs.

Through a survey of manufacturers and other major employers, and one-on-one interviews with business leaders in the city, we sought to better understand the key issues and opportunities in the business community. A mail survey was sent to all of the manufacturers and key service sector employers located in Fall River. Eighty-eight companies employing 9,900 workers responded to the survey. This is about 37 percent of the non-government, non-retail employment base in the city. The employers responding accounted for close to 70 percent of all the manufacturing jobs in the city.

3. Analysis of the economic resource base.

We undertook an analysis of the building blocks of the regional economy -- its labor force, employment and training programs, institutions of higher education, physical infrastructure, and financial institutions. In addition to collecting general information on these areas, Mt. Auburn interviewed key actors in the financial industry, the education and training community, economic development institutions in the region, and institutions of higher education and research organizations.

4. Identification and analysis of key target industries.

On the basis of the prior analysis, Mt. Auburn Associates developed a number of criteria for choosing industries on which the region should focus its development efforts. It is important that Fall River pursue several approaches to development -- not only *attracting* existing companies, but also encouraging new local *startups* and the *retention and expansion* of employment in existing firms. We identified target industries for each approach to development.

1.3 Organization of the Report

The strategic plan for Fall River is organized as follows:

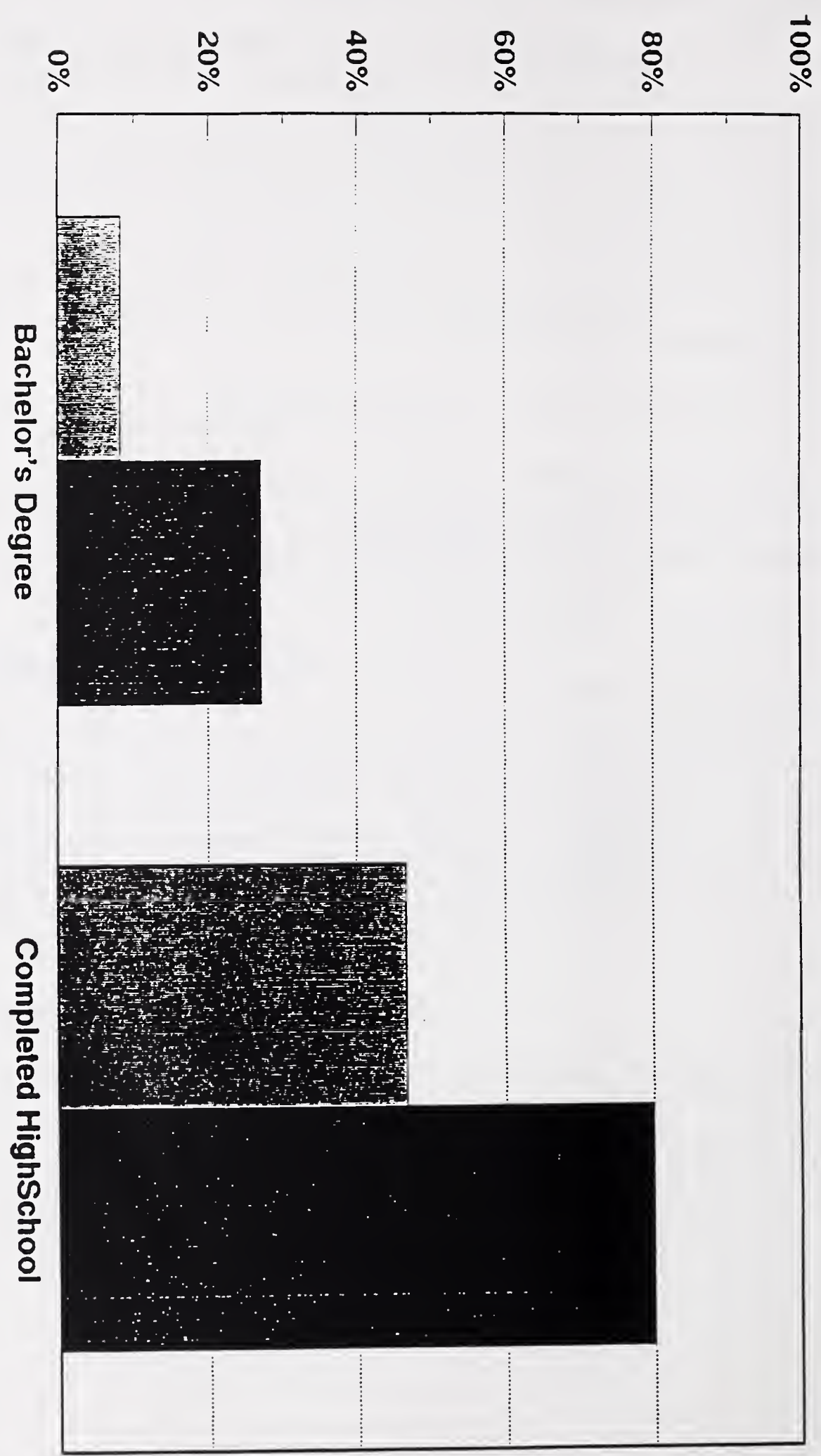
Chapter Two: Economic Overview

Chapter Three: Economic Resource Base

Chapter Four: Recommendations

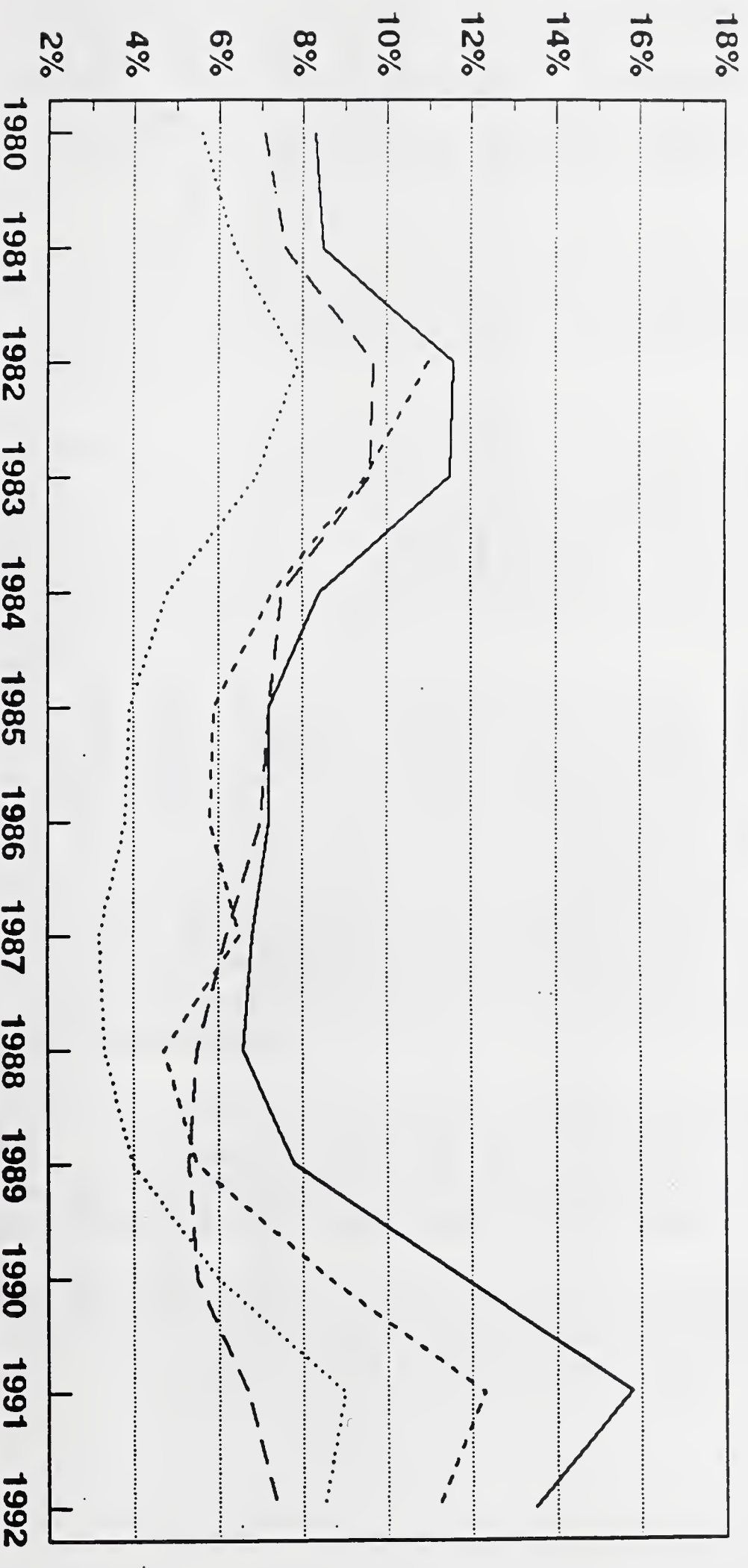
Chapter Five: Implementation Plan

Fall River Educational Attainment



Source: U.S. Bureau of the Census

Unemployment Rates Fall River, Southeastern MA, Massachusetts, U.S. 1980-1992



Source: Massachusetts Department of Employment
and Training; U.S. Bureau of Labor Statistics

Income Status in 1989

	Median household income	Per capita income
Fall River	\$22,452	\$10,966
Bristol County	\$31,520	\$13,853
Massachusetts	\$36,952	\$17,224

Source: U.S. Bureau of the Census

- ◆ Fall River residents are concentrated in occupations that serve the large manufacturing base in the city. One in five Fall River residents were employed as machine operators, assemblers, or inspectors, quadruple the average concentration in the state; 13 percent were employed in precision production, craft, or repair occupations compared to a state average of 10 percent.
- ◆ The Fall River labor force fills less professional or managerial jobs than is the norm statewide. Approximately 18.5 percent of the labor force is either professional, technical, or managerial, which is about half the concentration seen across the state.
- ◆ The occupational mix of Fall River has changed dramatically since 1980. Although Fall River is still underrepresented in terms of managerial and professional positions, these occupations grew dramatically during the 1980s – managerial positions expanded by 58 percent. At the same time, the number of Fall River residents employed in production-oriented occupations declined by 32 percent.

In general, there is no shortage of available labor in Fall River. While the economy in Fall River has improved in the past two years, the city continues to face double digit unemployment rates. According to recent statistics from the Department of Employment and Training, Fall River has more than 4,500 people seeking jobs. Local employers described job openings for which they would receive hundreds of applications. The availability of a large pool of labor has historically been considered an asset by Fall River employers, particularly in industries such as apparel manufacturing that were able to locate workers quickly for their erratic employment cycles. According to survey results, the availability of labor remains an asset in employers' eyes of the Fall River business environment, placing it as one of the top ten positive factors.

While there is no shortage of labor, employers are still having trouble finding skilled production workers. Filling positions within particular industries can also be more difficult. One in four respondents expressed difficulty recruiting skilled production employees, while just over 10 percent reported difficulty locating semi-skilled production.

The ability to attract workers also depends on the industry that has job openings. The apparel companies, which tend to offer lower wages than other local employers, suffer from an image problem locally and can not always locate the workers needed.

The survey responses also show the following regarding the future labor needs of Fall River businesses:

- ◆ Despite the decline of the local apparel industry, many firms expressed the need for more sewing machine operators. More specific occupational needs for the apparel industry, such as pleaters, embroiderers, sample and pattern makers, were also cited. The inability to attract workers into the apparel industry, combined with the aging of its existing labor force, is cause for concern for many apparel manufacturers.
- ◆ Fall River businesses anticipate needing people with more experience and greater comfort working with computers. These skills are needed both in an office setting as well as in production where the need for CNC operators is expected to rise.
- ◆ There is also a future need for more skilled production workers. Occupations that businesses anticipate hiring in the future include: welders, fabricators, sheet metal mechanics, and skilled chemical production workers.
- ◆ Upgrading the most basic skills of the labor force was also considered a priority by a number of firms as they assessed their future employment needs. Basic math, English, and language skills were frequently mentioned.
- ◆ Noted both in the surveys and in the Roundtable discussions with businesses is employers' difficulty in locating experienced supervisors. Employers noted that they often have to recruit from outside the region for production supervisors.

3.1.1 Findings

1. As much as any other factor, Fall River's economic future will depend on its ability to meet industry needs for well-trained, highly-skilled workers.

National and international trends in demographics, global competition, education, and new job generation all point to the increasing importance of skilled labor availability in industrial location decisions. Fall River's labor force is currently not at the educational level to meet the demands of that changing marketplace and will need to make significant strides in both its primary and adult vocational training in order to meet the current challenges.

2. Many Fall River employers indicate that projected employment needs suggest that future requirements are becoming increasingly sophisticated.

Even in the industries that recruit low-skilled workers, the introduction of new technology will greatly increase the skill level of the employees needed to operate the new equipment. This will call for the continuing improvement and updating of the education and training systems.

3. The city may have to address some resistance to upgrading the skills and providing better jobs for the Fall River labor force.

Upgrading skills and encouraging better paying jobs for Fall River's workforce does not benefit everyone. While in the abstract, such goals are easy for everyone to support, there is a core of businesses in Fall River that depends on the availability of low-cost labor. Improving unemployment rates, new businesses offering better jobs at higher wages, and improving access to a larger job market all pose threats to the profitability of some city businesses. Rather than ignoring this paradox, plans to upgrade the city's workforce must include these businesses -- to ensure that all interests are recognized and accommodated.

3.2 Regional Educational and Job Training Resources

The need to vastly improve the skills of the American workforce is increasingly recognized as the most critical challenge facing the U.S. economy. Business leaders concur that the nature of the competitive environment has changed forcing U.S. firms to become globally competitive or perish, and the only way to survive is by improving the skills of the American workforce. The consequences of inaction were expressed in the widely respected report by the National Center on Education and the Economy, America's Choice: High Skills or Low Wages, which concludes:

"America is headed toward an economic cliff. We will no longer be able to put a higher proportion of our people to work to generate economic growth. If basic changes are not made, real wages will continue to fall, especially for the majority who do not graduate from four-year colleges. The gap between economic 'haves' and 'have nots' will widen still further and social tensions will deepen."

More locally, the need to upgrade the skills of the region's workforce was the cornerstone of the 1991 report by the Southeastern Massachusetts Partnership, The High Skills Path for Southeastern Massachusetts, which noted, "The key challenge for southeastern

Massachusetts will be how to better deploy investments in youth as well as those who are already in the workplace." The report asserted that training is crucial to generate or attract the types of industries that can both generate new wealth in the region and diversify the area's economic base.

Upgrading the skills of the workforce will depend heavily on vocational and adult basic education. It is not enough to recognize the lack of skills of today's workforce and concentrate improvements at the elementary school. While school reform is critical, it is essential that we not neglect the desperate need to upgrade the existing labor force as well. The U.S. Department of Labor estimates that 56 percent of today's labor force will still be in the labor force in the year 2005. Hence, even if school reform drastically improved skills of the youth population, without corresponding upgrading of the adult skill levels, employers will continue to question the quality of the Fall River labor force.

3.2.1 Vocational Training

Vocational training is a key resource preparing both youth and adults for the complex and challenging economic climate. Vocational job training programs are a critical tool needed to foster skills that allow people without a college degree to access quality jobs and to ensure that area employers have the high caliber workforce needed to compete globally. Primary targets for such programs are school-age youth, welfare recipients and other poor people, current employees, and dislocated workers, typically in manufacturing.

The importance of training to the local economy was reinforced by the results of the survey of Fall River businesses. When businesses were asked what the city could do to help the economy, vocational training and improving the local school system were among the most common responses. Businesses saw the need for both basic education as well as occupational skills development. More technical skills also were of interest to businesses in areas such as ISO 9000 and Total Quality Management.

Fall River has depth and breadth in its training resources. Although the restrictions of federal funding hamper its usefulness, the funding is relatively plentiful. Bristol Community College offers a tremendous array of training from the basic math classes to company-sponsored programs in statistical process control. Fall River is endowed with dedicated community-based organizations making training programs accessible and responsive to the resident's needs. Listed below are the organizations that fund or offer vocational training in Fall River:

Diman Regional Vocational Technical School

Diman Regional Vocational Technical School services 1,100 students in grades 9-12 from Fall River, Somerset, Swansea, and Westport, although almost 80 percent of the students are from Fall River.

Diman offers 15 four-year shop programs: air conditioning and refrigeration; auto body; auto mechanics; building maintenance mechanic; culinary arts, drafting; electricity; electronics; graphic arts; health careers; house and mill carpentry; machine shop; metal fabrication and welding; painting and decorating; and plumbing. The school also operates one post graduate program in licensed practical nursing.

To make the goals for students more concrete, Diman has developed an impressive certificate of occupational proficiency that serves as a method of evaluation to a student in addition to regular report cards. The certificate documents a student's proficiency based on specific skills within his trade.

To facilitate communication between the school and the private sector, Diman has a 16-person advisory committee with representatives of industry, parents, and students. The committee's role is to review Diman's curriculum and equipment needs in light of the rapid changes in the private sector. Similarly, each shop has an advisory committee to address the specific curriculum and equipment requirements of the shop. The advisory committees have been instrumental in allocating supplemental funds that Diman has received from Perkins grants. (The Perkins grants have channeled about \$190,000 a year to upgrade the trade programs that attract special populations.)

Diman gradually eases as many students as possible into the workforce through a cooperative education program. About a quarter of the senior class was involved in a work coop with a company in its area of concentration. Students and the school would like to expand the program, but they have had difficulty locating more companies to participate in the program.

B.M.C. Durfee High School

With about a third of all high school graduates in Fall River going directly into the workforce, the vocational training offered to high school students is crucial in preparing them for future employment. About 450 of the 2,700 students at Durfee High School participate in the vocational training offered in ten areas of specialization. Students opting for the

vocational program at the high school choose a vocational major in their sophomore year after exploring four vocational areas in their first year. Students then complete a half-day of academic courses and a half-day of vocational classroom training.

Students have the choice of ten different majors: baking, commercial art, computer programming, child care, nursing assistant, industrial sewing machine mechanics, small engine repair, appliance repair, restaurant management, and hairstyling. Interest in the specialties varies year to year. The only program to have been discontinued was the vocational sewing program that was canceled due to lack of interest.

Like Diman Vocational School, each major has an advisory board to seek industry input on needed curriculum and equipment changes. Additional industry input appears limited, however. The program does not include an internship or apprenticeship or other on-the-job experience.

SER/Jobs for Progress

SER/Jobs for Progress is affiliated with a national Spanish human service agency, Service Employment Redevelopment. The organization developed primarily to serve the needs of Fall River's Portuguese population; however, the staff has begun to service some of the growing non-Portuguese populations as well. The community-based organization estimates conservatively that it works with about 2,500 people a year.

SER offers ESL classes, Adult Basic Education classes, GED classes, parenting skills classes, and runs an alternative high school. SER also offers adult vocational classes. SER/Jobs for Progress currently offers training in computer-word processing, clerical-secretarial, and accounting. It has at other times offered training in medical billing, occupational and physical therapy, nurses assistants, machine shop, and sewing machine operation.

SER has also been involved in providing workplace on-site training. The organization is currently working on programs for Deknatel and Quaker providing adult basic education through funding from the State Department of Education, Bureau of Adult Community Services. While the actual number of people enrolled in the on-site programs is fairly low, these programs are particularly significant because they represent one of the few training programs designed to provide skills upgrading at the work site in Fall River.

3.2.2 Public Schools

As effective and important as vocational education can be, offering occupational training to those not capable of basic math, writing, and reading is like trying to heal a gaping wound with only a small band-aid. Public education builds a foundation that prepares students for whatever their future plans, whether it be direct entry into the workforce, vocational training, or college.

The quality of public education in Fall River will have an important influence on the community's ability to generate an appropriately skilled workforce. A good elementary and secondary education provides the foundation of communication skills, reasoning ability, and basic technical knowledge on which students can develop the specific technical, professional, and managerial skills needed in today's workplace.

Expansion Management is a critical industry publication for companies that are thinking of relocating. The magazine's September-October 1993 issue notes the obvious link between the quality of the workforce, the quality of the schools, and economic development:

"Finding a good district that can produce the high school graduates who will join this new workforce is an important part of the relocation decision. The question, 'Where do we find the good workers?' has become, in part, 'Where do we find the good schools?'"

Much has been written in Fall River about the need to upgrade the quality of the city's schools. From reports addressing the structural needs, the Ganbatte report in particular, to comprehensive educational reform such as Fall River 2000, the strengths, weaknesses, and needs of Fall River schools have been analyzed extensively. In our resource analysis of the city, we did not intend to duplicate the work that has been done on this topic, but to comment on school reform as we see it relating to the current economic development plan.

Fall River has a rich history of strong cooperation and leadership from the business community supporting reform of the area schools. However, current economic conditions, compounded by the political pressures of school reform, dictate that now more than ever it is important that the schools create a unified effort with local government, the business community, and the general public to develop shared and achievable goals for the city's schools.

The private sector collaboration with the city's schools intensified in recent years. In 1991, the Fall River Task Force and the Chamber of Commerce merged their individual efforts forming the Coalition for Excellence in Education. The Coalition is a community

effort that has worked to include the voices of a wide range of stakeholders. Through its conference and working groups, the Coalition developed Fall River 2000, a mission statement for school reform that touched on the following areas: adult literacy and lifelong learning; early childhood development; community involvement; curriculum development and teacher preparation; parental involvement; school assets and technology; school management and accountability; and social services integration. Fall River was the first city in the commonwealth to adopt the goals of America 2000.

Despite the labors of so many people, there is consensus that much work remains to be done to improve the schools. Low levels of academic performance and high dropout rates continue to plague the system. Official methods of calculating the high school dropout rate do not fully reflect the enormity of that problem. Estimates from school department officials place Fall River's dropout rate at over 30 percent. An additional third of students who do stay in school through graduation go directly into the workforce. Of those who are on a college bound track, SAT scores fall far below national averages -- combined SAT scores of 766, compared to a national average of 896. Expansion Management's Education Quotient, which rated school districts across the nation on a scale of 50 to 150, gave Fall River an overall score of 77, one of the lowest reported in all of New England and the Northeast.

Discussions with those involved in Fall River 2000, members of the School Department, and human service agencies working with youth identified key challenges to improving local education:

- ◆ *The biggest problem facing the school system is the lack of widespread community support for education.* The Fall River community does not appear to have a strong, sustained commitment to the schools. Support is lacking and it has a very adverse impact on the schools. Also, the immigrant population has a conflicted relationship with the schools. Many former and recent immigrant groups came to the United States, in general, and Fall River, in particular, in hopes of improving their economic status. That is, jobs and income were very important motivators in leaving their native country. Education, in many instances, was either not available or was not a top priority. Consequently, parental support for immigrant children to complete a high school education is not forthcoming. The primary emphasis is on getting a job.

Some express concern that part of the lack of community support for the schools is due to a lack of outreach by the schools to families with ethnic and language barriers. Consequently, few of these parents become involved with the schools. Educational reform will force the formation of

parent councils in each school that, with proper outreach to potentially disenfranchised populations, could be an excellent vehicle to involve a wider array of parents in the planning process.

- ◆ *The lack of family support for education is reinforced in the workplace by employers who do not differentiate between those who have a high school diploma and those who do not.* Fall River's employment base, which has been so heavily oriented toward low-skilled jobs, creates little incentive to further one's education, particularly if the types of jobs and pay scale do not reward people for their additional academic training.
- ◆ *Young people will often choose the job market over completing high school.* Particularly in times of rapid economic growth, such as in the 1980s, students had many low-skilled job opportunities available to them. These jobs often appeared as a viable alternative to completing high school.
- ◆ *The process and thoughtful reform proposals of Fall River 2000 are an excellent starting point for the city.* The report clearly sets a very ambitious and comprehensive framework for school reform. Many of the proposed initiatives are thoughtful and consistent with the state's educational reform program. As good as the report is, however, there are several issues worth noting. Teachers in the school system did not feel they were extensively involved in the process and, as a consequence, they do not have as strong an institutional commitment to the plan as they should. Secondly, the difficulties the plan has with respect to implementation have left some people in the community very concerned about the plan's long-term viability. There needs to be more momentum and a more tangible sense of accomplishment if the plan is going to recapture the enthusiasm it once generated.
- ◆ *School administrators and committee members need to overcome the public perception that the system is insular and responsive more to politics than genuine educational concerns.* Interviews with business, school, community, and political leaders present an image of the schools as being a very closed system. That is, it promotes from within, it directly or indirectly discourages people outside of Fall River from being hired, and it lacks the kind of commitment needed to incorporate the new thinking and initiatives contained in educational reform proposals. The challenge is for school leaders to work to overcome this public perception.

The challenges faced by area schools are enormous. However, due to state educational reform efforts, national educational reform movements, and the local economic development process, a unique opportunity exists to work closely with the schools and to build common goals for educating the region's children.

3.3 Research and Technology Applications

The southeastern Massachusetts region is home to a number of public and private research institutions. Each has considerable potential to help the Fall River economy. The institutions have extraordinary intellectual resources. They bring substantial research dollars from state and national resources, provide good-paying jobs in blue and white professions, offer faculty expertise to solve real-world problems for communities and for businesses, and create business opportunities through research, commercialization of research, and technology transfer.

3.3.1 UMASS Dartmouth

When asked about the University's role in economic development in the region, one of the UMASS Dartmouth administrators interviewed for this report, responded, "Everybody's still feeling their way around, but we're going in the right direction. The time is right and the culture is right."

The University had its origins in the textile industry in the late 1890s. The New Bedford Textile Institute and the Bradford Textile Institute set the stage for what ultimately became the University of Massachusetts Dartmouth. In the interim, the University was also known as the Southeastern Textile Institute as well as Southeastern Massachusetts University. UMASS Dartmouth is now one of four University of Massachusetts campuses; the others are UMASS Lowell, UMASS Boston, and UMASS Amherst.

There are five colleges within the University: Arts and Sciences; Business and Industry; Engineering; and Visual and Performing Arts; Nursing. The colleges that are most relevant to this report are Business and Industry, and Engineering.

The appointments of the new president of the University of Massachusetts and the new chancellor at UMASS Dartmouth have almost catapulted the University into a position of leadership in the economic development of southeastern Massachusetts. The new president provided each of the area campuses with a vision and a challenge to see themselves as part of the engine that drives each regional economy. He set the theoretical framework and context for this aggressive agenda in numerous meetings and policy discussions around

- ◆ toolmaking;
- ◆ telecommunications; and
- ◆ environmental industry.

In addition, the Compact sets out concrete goals and objectives for economic development in the region and benchmarks for measuring its success.

3.5 Physical Infrastructure

3.5.1 Industrial Land

The availability of land for industrial development is of considerable concern to Fall River. In recent years, the major source of land for industrial development has been the Fall River Industrial Park. The industrial park was developed by the Greater Fall River Development Corporation, a private economic development organization capitalized by local business owners. The corporation contracts with the Fall River Office of Economic Development to market the park. The park is approximately a 1,000-acre park. It has water, sewer, and gas connections, and direct access to Route 24.

Currently, the park is almost filled to capacity. It has only about 50 to 70 remaining acres suitable for development. There is also one 20,000-square-foot building currently for sale.

Other facilities and sites in Fall River suitable for industrial uses are very limited:.

- ◆ A regional inventory of industrial land completed by SRPEDD identified 162 net developable acres of industrial zoned land in Fall River outside the industrial park. This included 43 class A (ready to develop) acres, 101 class B (lacking some utilities and/or excellent access), and 18 class D (infill -- 10 acres or less).

These sites were scattered throughout the city. They included 77 developable acres on six parcels in the waterfront area (the largest 31 acres), two 15-acre parcels in the Cook Pond area, and a 55-acre site at the junction of I-195 and Route 24.

Chapter Four

Strategic Plan

4.1 Introduction

In order to respond to the economic challenges faced by Fall River, its residents, businesses, and political leaders have developed a long history of coming together to understand the community's strengths and weaknesses, and to initiate strategic plans that build on strengths and address weaknesses. For example, in the early 1950s, the city analyzed its competitive position and identified the need for modern industrial buildings to attract new industry and diversify its industrial base. The community as a whole came together, and the Greater Fall River Development Corporation was born and capitalized through the sale of stock to businesses and residents.

Fall River is again at a key point in its history. Again, the residents, businesses, and political leaders in the city must come together to offer a common vision about the future and take the bold steps that are needed to implement this vision.

In the current economic environment, there is no quick fix. There are limits to what actions those on the local level can take to counter international and national economic trends or to compensate for federal and state policies that may provide barriers to economic opportunity for Fall River residents. The mission of the concerned residents, businesses, and community organizations in Fall River should be to act now to address immediate economic needs while at the same time to build new cooperative relationships and to sow the seeds for a healthy economy in the future. Such an economy must be *resilient* in the face of changing economic conditions, *flexible* in adapting to change, able to *build workforce and entrepreneurial skills*, able to *generate good quality jobs*, and able to *strengthen the quality of life for all city residents*.

This strategic plan is designed to meet this mission by identifying a set of specific actions that can be taken to address the key challenges faced by the city, both in the short run as well as the long run. While not all elements of the strategy can be achieved, the intention

is to provide a more comprehensive vision of where Fall River can be in the next decade, and what actions could be taken by the city, the business community, the residents, and community organizations to work to achieve that vision.

4.2 Principles in the Design of the Strategic Plan

The first key principle guiding the design of an economic development strategy for Fall River is that positive adjustment to the economic changes requires that old ways of thinking about the city must be refined.

The second principle is that the city's approach to economic development should not focus solely on attracting business to the city. There is a critical need to balance recruitment efforts with an active strategy aimed at halting the job loss in the region, strengthening existing companies, and creating a new generation of entrepreneurs.

A third principle is that wherever possible the role of the city of Fall River would be that of a catalyst -- making things happen in the private sector and in the nonprofit sector. This strategic plan is not aimed solely at the city of Fall River. Ideally, the role of the city should be to help build institutions that will guide the city's economic development agenda in the long run and to help strengthen the existing community-based organizations in the city. The city has limited resources and staff that can be expended on economic development and much of the existing staff capacity is required to manage short-term development issues. Rather than stretch the existing staff further, the city should play the role of helping to facilitate and oversee economic development efforts undertaken by new partnerships within the city.

A fourth principle is that an economic development strategy must be comprehensive in nature, addressing the barriers that limit the access of Fall River residents to regional jobs as well as strengthening the employment base within the city. Economic development is not the same as economic growth. Economic growth implies simply actions that will lead to new economic activity within a community. In contrast, the goal of economic development is to create shared and sustainable improvements in the economic well-being of a community's residents. This requires attention to job quality, who gets the jobs being created, who benefits from economic growth, and improvements in a community's economic resource base through investments in people, physical infrastructure, institutions, and quality of life. Thus, most aspects of a city -- its education and training system, its public works, and its basic services -- are all related to its economic development efforts.

In light of these principles and the findings of the strategic analysis, we developed seven main strategies for meeting the challenges ahead:

1. *Build Stable, Long-Term Institutional Capacity in the City*
2. *Strengthen Existing Manufacturers in Fall River*
3. *Support New Enterprise Development and Small Business*
4. *Invest in the City's Physical Infrastructure*
5. *Invest in Human Resources Through Education and Training*
6. *Enhance the Quality of Life and Image of the City*
7. *Strategically Attract New Investment and Companies*

in the program will reduce the paperwork and, consequently, make the program more appealing to companies. The application process for the program should also be reviewed to ensure that it is easy for immigrants to become involved.

Develop a supervisory training program for area employers, particularly manufacturers. Several CEOs and managers indicated a significant need for shop floor supervisors. Many firms look outside the region to meet their needs because there is such a perceived shortage of skilled supervisors. Faculty at UMD's College of Business and Industry or at BCC could develop a program that would respond to the need for more highly-trained supervisors.

Invest in new equipment and machinery at Diman Vocational School. Some of the equipment and machinery at Diman should be replaced and upgraded to be more relevant to the training needs of students and area companies.

3. Develop a firm action plan for bringing swift change and results to the schools based on the principles outlined in Fall River 2000.

Through a grass-roots, community-focused effort, Fall River has designed a comprehensive plan for improving the schools. The plan has educational integrity, and although it may not have all of the answers for school reform, it should be embraced. An entire generation of children could slip through the cracks if these reform principles are abandoned in hopes of devising a new plan. To ignore the work already completed would also create even more cynicism in a city that needs reason for hope, not skepticism.

It is clear the Coalition's plan for the schools is ambitious and highly conceptual. It serves more as a manifesto for future action rather than as a detailed blueprint. Hence, the work of turning the goals into action is a critical one.

In order to achieve the kind of change necessary for school reform requires that people within the system be flexible, creative, and persistent. And while the school system will have to look within in itself to find such leaders, it will inevitably have to draw on outside expertise and new perspectives. Furthermore, in order to restore the confidence of the community in the schools, it is essential that a review of all personnel be completed to ensure that the existing staff has the capacity needed to carry out the educational reform called for in Fall River 2000.

A School Reform Overseer should be appointed whose full-time responsibility it is to help carry out school reform. School reform is too large a task to ask volunteers to carry out. It is also too time consuming to expect already overburdened administrators to devote

the amount of time necessary to move this process along. The school reform overseer should work within the school system in close coordination with the superintendent of schools. Besides working closely with the superintendent, the overseer must keep the grass roots focus that the Coalition originally fostered. And in keeping with the broad-based effort, the overseer must also develop a committee drawing both from within the school system (administrators and teachers), and from the community (business leaders, parents, human service providers, non-parent taxpayers).

This is an excellent opportunity to infuse the school system with new blood. A person from outside the school system and from outside the city, who is not encumbered with existing constituencies or entrenched conceptions, is needed to guide the implementation of the school reform proposals.

In developing an implementation plan, some short-term immediate opportunities should be identified that would build confidence and momentum in the school reform process. Most people understand that institutional change does not happen overnight. Therefore, to ensure continuing support for the plan, some manageable pieces must be chosen to implement quickly. This would demonstrate the school administration's commitment to breaking the status quo and building community support for more difficult initiatives.

The schools need a full-time dedicated staff person whose principal responsibility is seeking funds to financially support the innovation and initiative outlined in the Fall River 2000 report. The Coalition and the school system should jointly employ a grant writer who can assist the schools in applying for and securing money that is targeted to communities undertaking model school reform. While the Coalition has previously developed grant proposals, most notably the proposal to the New Generation of American Schools Corporation, a continuing effort to seek out other funding potential is critical.

Fall River, in particular, must be well poised to attract the funding that will be made available by the Annenberg Foundation. The \$500 million recently pledged to improve the American schools by Walter Annenberg holds significant potential for the Fall River schools if the system can demonstrate its serious commitment to school reform. A vast portion of the Annenberg Challenge money will be managed quite close to Fall River -- at Brown University, either through the National Institute for School Reform or through the oversight of the Brown president, who will direct the work of the Annenberg Foundation. While no formal plan for the exact use of the money has been determined, it is clear that a substantial portion will be used in grant form to city school districts that have undertaken comprehensive school reform.

For a number of education reform grants, it is critical that the process of school reform be already underway. Simply the existence of a plan does not assure foundations that cities have made a serious commitment to school reform. In this context, the Annenberg foundation is discussing Challenge grants that will reward schools that have already initiated reforms.

Keep industry very involved in the school reform process. Particularly in regard to the use of technology as a learning tool, industry representatives have much to offer and much to gain. It appears likely that the school system will be in a position, through the assistance of state educational reform, to purchase new technology. Area companies may be helpful to the schools in deciding which technology to purchase. Many firms have already struggled with the application of new technology, and their insights could be helpful to teachers and administrators in the Fall River schools. Furthermore, as the future employers of many of the students currently in the school system, employers should have some input in the type of technology training that students in the system will be receiving.

Local companies could consider offering Challenge grants to students that would provide some financial incentive to stay on a college-bound track. This is a model that has worked successfully in other parts of the country. From an early age, a benefactor, in Fall River's case, most likely a sponsoring company, would offer some financial support for college if a student keeps grades above a certain level and chooses to pursue a college education. Scholarships could even be used as a method of keeping promising students in Fall River. The scholarships could be given to students who commit to pursuing a four-year degree *and* commit to returning to work in Fall River for a specified amount of time.

5. Formalize a partnership between the Fall River schools and one or more regional higher educational institutions.

To assist in implementation of the goals outlined in Fall River 2000, the city should consider creating a formal alliance with one of the region's educational institutions. There are several options that Fall River should explore:

An affiliation with the Coalition for Essential Schools at Brown University. The Coalition typically works with individual schools within a system rather than with an entire system. **However**, it uses an innovative approach that a school system could adopt on a more comprehensive basis. Funding is available through the State Department of Education for schools considering the recommendations of the Coalition.

A partnership with the school of education at an area college or university. This model has been used in several communities around New England and the country. Essentially, the school of education makes many of its faculty and student resources available

to the host school system. The partnership generally includes curriculum development, teacher training, and innovative learning/teaching teams. This model is quite comprehensive in scope and requires an institutional commitment on the part of the school system.

A partnership with research institutions in the region. This partnership would focus on the sciences. There are two initiatives already underway in this regard at the moment. A faculty member from UMD is working with science teachers in area communities, including Fall River. Also, the Marine Biological Laboratory submitted a proposal to a national foundation to work with area school systems in the sciences. If the proposal is funded, Fall River may be one of the host communities.

6. The Partnership should advocate for increased funding for higher education in the region.

Recent cuts in the state's higher education budget have had a very serious and alarming impact on higher education statewide as well as in southeastern Massachusetts. For example, between 1988 and 1991, Massachusetts was the only state in the country to reduce funding for higher education; state support to higher education is currently (1993) 30 percent less than it was in 1989. And, using Bristol Community College as an example, state support for the College went from 80 percent to 50 percent of operating budget from 1988 to 1993. In order to maintain what they consider to be appropriate standards and to provide quality education and services for its students, many of the colleges and universities in the state have had to raise tuition and related fees. This lack of support for higher education undermines the state's and the region's ability to compete. It also makes it extremely difficult for institutions like UMASS Dartmouth and Bristol Community College to play the kind of leadership role each would like to play in the region's economy. The Partnership should advocate strongly on behalf of its public higher education institutions.

Fall River: How Local Firms Evaluate Factors of Doing Business in Fall River

Factors:	Positive		Neutral		Negative	
	###	%%%	###	%%%	###	%%%
<u>Top 10 Positive Factors:</u>						
Highway access	68	90.7%	6	8.0%	1	1.3%
Availability of land, buildings	39	65.0%	17	28.3%	4	6.7%
Energy supply	47	62.7%	20	26.7%	8	10.7%
Access to higher education	38	59.4%	22	34.4%	4	6.3%
Utilities — — capacity	42	57.5%	25	34.2%	6	8.2%
Availability of labor	41	52.6%	24	30.8%	13	16.7%
Access to markets	36	50.0%	24	33.3%	12	16.7%
Zoning	30	49.2%	21	34.4%	10	16.4%
Telecommunications	25	49.0%	24	47.1%	2	3.9%
Access to suppliers	36	48.6%	29	39.2%	9	12.2%
<u>Top Ten Negative Factors:</u>						
Availability of risk capital	13	27.7%	15	31.9%	19	40.4%
Quality of schools	20	29.0%	22	31.9%	27	39.1%
Labor force skills	22	28.2%	27	34.6%	29	37.2%
Energy costs	15	20.3%	32	43.2%	27	36.5%
Availability of bank loans	25	42.4%	15	25.4%	19	32.2%
Utilities — — cost	14	18.7%	37	49.3%	24	32.0%
Quality of state economic development services	15	23.8%	31	49.2%	17	27.0%
Road quality	28	38.9%	26	36.1%	18	25.0%
Rail service	14	46.7%	9	30.0%	7	23.3%
Property taxes	16	24.6%	34	52.3%	15	23.1%

Note: Response rate varies because respondents found certain factors not applicable.
Source: Mt. Auburn Survey of Manufacturers

Fall River: Future Plans of Fall River Businesses

Firms Planning to Expand Operations
in the Next Five Years

65.9%

Where Firms are Most Likely to Expand:

At current site 74.5%

At new site in Fall River 9.8%

At new site outside of Fall River,
but in Massachusetts 5.9%

Relocate outside of Massachusetts 9.8%



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